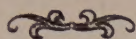


The North Central Association Quarterly



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THE North Central Association QUARTERLY

Vol. IV

MARCH, 1930

No. 4

News Notes and Editorial Comments

By C. O. DAVIS

THE 1930 MEETING

At a recent session of the Executive Committee of the North Central Association of Colleges and Secondary Schools the Secretary was instructed to remind the members that the time of the next annual meeting had been set for March 18-21, 1930. This time is a week later than former years in order to allow a longer interval between the North Central meeting and the meetings at the February sessions of the Department of Superintendence. The sessions will be held, as formerly, at the Hotel Stevens, Chicago, Illinois. The open sessions of the three Commissions of the Association will be held on Wednesday, March 19, and the general Association will meet on Thursday and Friday, March 20 and 21.

Special railway rates on the certificate plan have been granted for this meeting. All persons attending the meeting are therefore urged to secure a certificate at the time a railway ticket is purchased. To fail to do so may prevent others (as well as one's self) from securing the benefits of the reduced fares.

THE OFFICIAL PROGRAM

Elsewhere in this issue will be found the program of the annual meeting. Besides the usual features of that meeting

the following special features are to be offered:

The Success of High School Graduates in College

A Comprehensive Statistical Report on the Secondary Schools

College Entrance Requirements in English

Science Teaching in North Central Schools

Experimental Work in Secondary Education

The Status of Athletics in Colleges and Secondary Schools

The Minimum Library Standards for High Schools

A discussion of the national survey of secondary education as well as a discussion of the activities of the National Advisory Committee on Education.

A REPREHENSIBLE PRACTICE CONDEMNED

At a recent meeting the Executive Committee had its attention called to the fact that a few representatives of business concerns were using the prestige of the Association to secure orders for certain materials for use in schools on the approved lists of the North Central. The Executive Committee therefore instructed the Secretary of the Association to inform all secondary schools and colleges that the As-

sociation had never given its endorsement to any book, magazine, reference materials, science equipment or laboratory supplies. It further advised that all statements to the contrary be considered as malicious misrepresentation of the policies of the Association. It is true that the North Central Association has certain general standards regarding libraries and laboratories, but it is expected that secondary schools will be guided by the recommendations of the state departments and state universities in purchasing the books or the materials required to satisfy these recommendations.

RESPONSES REQUESTED

Superintendents or principals who have not yet returned the blanks for the investigation of science teaching are urgently requested to send these at once to Professor Francis D. Curtis, School of Education, University of Michigan, Ann Arbor, Michigan.

HOW N. C. A. MATERIAL IS USED

The following passages taken from a letter sent to Secretary J. B. Edmonson by Professor K. O. Mason, Director of Admissions, Brown University, show how at least one university uses the N. C. A. published reports. Dr. Mason says:

"Our practice at Brown (is) to accept credits by certificate from schools accredited by the New England Certificate Board and to accredit ourselves schools outside of the jurisdiction of that organization. Schools in the West and South fill out our blank form of application, and then their request is acted upon by the Committee on Admissions.

"Our regular procedure is to place upon our list, for at least a trial period of one year, any school accredited by any one of the four Associations mentioned in Mr. Cook's study, provided it has in the past three years sent any students to colleges with a curriculum equivalent to ours. We regularly ac-

cept as specimen students from any school accredited by those Associations any desirable boy who makes application even if the school is not in the habit of sending boys to New England colleges. Of course, the larger schools that regularly send students to colleges—members of the New England group—are regularly carried upon our list and, upon application, are approved for the regular period of three years."

STREET ADDRESSES

Recently the Executive Committee voted that the street addresses of high schools in the larger cities shall be given in the official list of approved schools. State chairmen should therefore be alert to include the necessary facts in the list submitted to the Quarterly for publication.

EXECUTIVE COMMITTEE ACTIONS

Two recent actions by the Executive Committee in respect to the Quarterly will be of general interest.

The Committee approved the suggestion that the Quarterly should be sent free to the Deans of all Graduate Schools in the United States. It was suggested that a letter setting forth this policy be sent to these deans.

It was also voted that the Quarterly should be sent to secondary schools applying for membership and paying the application fee of \$5.00, even though the schools are rejected. This policy will take effect with the issue of June, 1930.

SUMMER SCHOOL ATTENDANCE

The Journal of the National Education Association (Vol. 18, No. 8, November 1929) gives some interesting facts about summer school attendance. According to the figures there presented the estimated number of teachers in the United States in 1929 was 927,200.

In the same year (1929) 414,824 individuals were enrolled in the 662 summer schools which reported, and of

this number 270,237 were taking courses designed for teachers. That is, 65.1% of all summer school students were apparently teachers. If so, this is 29.1% of all the teachers of the land. Certainly a wonderfully good showing.

"FEMINIZING"

"Never in the history of the world has the rising generation been left so exclusively in the hands of womankind as in the United States of America in the present day."—So says W. D. Parkenson, in an article in the *Journal of Education*, Nov. 25, 1929. Continuing Dr. Parkenson says: "Can life be interpreted without recognizing the call of the masculine upon the boy, the call of the feminine upon the girl, the ideal each shall follow, and the ideal by which each shall measure the other? Or can it be done by taking account merely of the common ideals which are necessarily, although unconsciously, formulated out of the other two? Who would think it sensible to place in the hands of men exclusively the interpretation of life to the great body of school girls, however noble and high-minded the men? How then do we so complacently hand our boys over to women as interpreters? Is it even well for the girls to have no worthy masculine ideal before them?"

What must be the effect upon school children of finding their interpreters all of one sex when they are surrounded on all sides by both sexes, and are themselves not only constantly witnessing but actively participating in the perennial hide and seek, the fascinating interplay between the two?"

What will bring a greater equality in numbers of men and women teachers?

EDUCATIONAL CHANGES

The Annual Report of the Commissioner of Education for the year ending June 30, 1929, has recently come from the press. The following are significant data taken from that report.

- I. Reports from 339 teachers colleges show 274,348 students preparing for the profession of teaching.

- II. The average per capita cost for education in cities—the costs being based on the number of pupils in average daily attendance in day schools—is

- a. In 35 cities with a population of 100,000 or more,—\$113.69
- b. In 60 cities with a population between 30,000 and 100,000, \$96.78
- c. Elementary school enrollments increased "slightly" over 1926
- d. Secondary school enrollments increased about 4.5 per cent
- e. Enrollments in institutions of higher learning increased about two per cent—"The smallest since the World War."

STUDENT AMBASSADORS

"In the years following the World War a desire to know more about the United States and about the American people spread everywhere throughout Europe. . . . This desire on the part of Europeans and of Americans for a better mutual understanding has assumed many forms of realization. None has been more significant than the interchange of students. As a result of this phenomenon the United States has become a veritable Mecca for students from all over the world. . . .

Prior to the World War the number of students from abroad who were attracted by the educational facilities of this country and who came to study in our colleges and universities was negligible. . . .

A conservative estimate would place the number of students from foreign lands who will study this year in institutions of higher education in the United States at a figure well over ten thousand. In addition to those entering colleges, universities and technical institutes there will probably be at least several thousand others coming to this country to pursue preparatory courses in the secondary and other schools lower than college grade, which would swell the total to approximately fifteen thousand."—*Assoc. of Amer. Coll. Bul.* Vol. XV No. 3 p. 380.

STARTLING FACTS RESPECTING NARCOTIC DRUGS

The Treasury Department proceeded against 1,000 narcotic offenders in the year 1917. Last year the number was over 8,000. In the United States prisons, inmates convicted for violations of the Federal narcotic laws constitute 34% of the population. The next group, those convicted of violating the prohibition law, constitute 14%. A recent checkup in the Federal penitentiary at McNeill's Island, showed that 56 prisoners were bootleggers and 896 were drug peddlers! A survey of the prisons of New York City shows approximately half of the prisoners in turpitude cases to be drug addicts. Capture of the books of a "dope ring" in Chicago revealed 18,000 drug addicts among the customers, involving yearly payments of \$39,000,000. This is but one ring, in one city.

A stream of boys and girls, as young as fourteen, is pouring into the underworld of our cities. It is estimated that 75,000 girls from all walks of life disappeared from the homes of America last year, an increase of fifty per cent in the estimate for the previous year. Investigation has shown that a large percent of the boys and girls arriving in the underworld, have come down the "drug road." The boy drug addicts recruit the robber gangs that create our crime wave with its daring hold-ups and cruel and unnatural murders.

—From a circular of information.

CHARACTER EDUCATION

The state of Connecticut is taking some advanced steps in character education. Under the supervision of Mrs. Ruth White Colton, Director of the Bureau of Character Education of the State Board of Education, an elaborate organization has been effected whereby, it is hoped, efficient methods for character development may be demonstrated. The city of Norwalk has placed its entire school system under the directions of Mrs. Colton and her associates for a period of five years. The School of

Education of Yale University has also officially joined the movement and will seek to give professional training to the teachers and supervisors who will engage in the work.

The expense of the undertaking is being met from the Hartley Corporation, created by Helen Hartley Jenkins.

JOHNSON NORMAL FOLLOW-UP PLAN

This fall the State Normal School at Johnson, Vermont, inaugurated a plan of following up the members of last year's class through their first year of teaching. Miss Lida Mann, a member of the faculty who took a special course in supervision the past summer at Boston University, is the Normal Visitor. Miss Mann visits the beginning teachers in their schools, taking to them mimeograph material from the Normal School, notes the general conditions of the school, commends strong points in instruction, and suggests ways to correct weaknesses. Whenever possible, she visits the superintendent of schools to get his opinion of the girl's work.

The Normal visitor on her return to Johnson files a complete report of her visit with Principal Ralph C. Jenkins. On the basis of these reports Principal Jenkins writes a personal letter to each beginning teacher, commending the strong points noted, and suggesting further ways to correct weaknesses. An attempt is made to offer a few words of encouragement to discouraged teachers, and teachers with less than two years training are strongly urged to complete their work for a diploma. Several one-year-trained girls have already decided to return for their second year.

—Journal of Education.

THIRTY-FIVE NEW COLLEGE PRESIDENTS

The Bulletin of the Association of American Colleges for November 1929 (Vol. XV, No. 3) states "that thirty-five new college presidents have been elected since January, 1929, and six others who were elected in 1928 have been inaugurated."

ated. In addition, four acting presidents have been designated, while in at least ten other institutions the affairs of the presidency are being temporarily administered by members of the staff pending the filling of existing vacancies." The lists are as follows:

The thirty-five institutions which have elected new presidents this year are given in the following list, each with the name of the new president.

Albany College, Thomas William Bibb
Brown University, Clarence Augustus Barbour

University of California, Robert Gordon Sproul

Carthage College, Jacob Diehl

Case School of Applied Science, William Elgin Wickenden

University of Chattanooga, Alexander Guerry

University of Chicago, Robert Maynard Hutchins

University of Cincinnati, Herman A. Schneider

Colby College, Franklin Winslow Johnson

Connecticut Agricultural College, George Alan Works

Connecticut College for Women, Katharine Blunt

Davidson College, Walter Lee Lingle

Drew University, Arlo Ayres Brown

University of Dubuque, Paul H. Buchholz

Earlham College, William Cullen Dennis

Elizabethtown College, Harry Hess Nye

College of Emporia, John Bailey Kelley

Hanover College, Albert George Parker, Jr.

Hunter College, James M. Kieran
Johns Hopkins University, Joseph S. Ames

Lincoln Memorial University, Hervin Ulysses Roop

Lombard College, George G. Davis

Louisiana Polytechnic Institute, George W. Bond

University of Louisville, Raymond Asa Kent

Mary Baldwin College, L. Wilson Jarman

University of Michigan, Alexander Grant Ruthven

Morris Harvey College, George West Diehl

Mount Morris College, C. Ernest Davis

Niagara University, John J. O'Byrne

Ohio Northern University, Robert Williams

University of South Dakota, Herman Gerlach James

Union College (Kentucky), John Owen Gross

Virginia Military Institute, John Archer Lejeune

Whitworth College, Ward W. Sullivan

Winthrop College, James Pinckney Kinard

The six colleges which this year inaugurated new presidents who had been elected during 1928 are given in the following list, each with the name of the president.

Dickinson College, Mervin Grant Filler

Ohio Wesleyan University, Edmund Davison Soper

Rio Grande College, Willard W. Bartlett

Russell Sage College, James Laurence Meader

Southwestern College, Ezra Thomas Franklin

Union College (New York), Frank Parker Day

The four acting presidents are given in the following list:

Goucher College, Hans Froelicher

Illinois College, John Griffith Ames

Stanford University, Robert Eckles Swain

Transylvania College, Elmer G. Campbell

These colleges and universities are widely scattered geographically: four are in the new England States, seven in the Middle Atlantic States, thirteen in the Southern States, seventeen in the Middle Western States, and four in the Western States. By states, Illinois and Ohio, with five each, have had the largest number of changes, while New York comes next with four.

Nominations for 1930-1931

The following is the report of the Nominating Committee:

PRESIDENT: Merle Prunty, Superintendent of Schools, Tulsa, Oklahoma

1st VICE-PRESIDENT: C. R. Maxwell, University of Wyoming, Laramie, Wyoming

2nd VICE-PRESIDENT: G. W. Willett, Principal, Lyons Township High School, La Grange, Illinois

MEMBERS OF THE EXECUTIVE COMMITTEE:

1. M. E. Haggerty, University of Minnesota, Minneapolis, Minnesota
2. W. E. Tower, District Superintendent of High Schools, Chicago, Illinois

Respectfully submitted by the Committee,

THOMAS W. GOSLING, Chairman
Superintendent of Schools
Akron, Ohio

ELI C. FOSTER,
Principal, Tulsa High Schools
Tulsa, Oklahoma

C. H. FRENCH
President, Hastings College
Hastings, Nebraska

THOMAS LLOYD JONES
High School Inspector, University
of Wisconsin
Madison, Wisconsin

ROBERT M. KELLEY
President, Loyola University
Chicago, Illinois

Minutes of the North Central Quarterly Editorial Board

November 30, 1929

A meeting of the North Central Association Quarterly Editorial Board was held at the Hotel Stevens, Chicago, on Saturday, November 30, 1929, at 8:45 a. m. Members of the Board present were Messrs. Brown, Davis, Edmonson, French, McComb, Morgan, and Zook. Absent, none.

The Managing Editor presented a financial report as follows:

Receipts since March 1, 1929
 Sale of curriculum reprints.... \$ 138.05
 Sale of Quarterlies (subscriptions, single copies, etc.)..... 1,002.79

Total \$1,140.84

Expenses since March 1, 1929
 Incidental office expense..... \$ 41.43
 June issue of Quarterly..... 1,236.57
 September issue of Quarterly 1,180.22
 Letterheads 15.52
 Curriculum reprints 310.67

Total \$2,784.41

The Editor likewise submitted the mailing list of the Quarterly totaling 4,226 names, including subscriptions as follows: General (at \$5.00), 59; Library (at \$3.00), 170.

After discussion the Editor was requested to ascertain whether copies of the Quarterly sent to the several member institutions are mailed in a single package or separately, and, if the former, to see that a change is made.

The question of including in the Quarterly pictures of the leaders of the Association developed considerable discussion. Some favored; others opposed.

Among the suggestions made were:

1. To limit the pictures to one or two issues each year.
2. To print, in order, the pictures of the members of each Commission—

together with an account of the history and work of these Commissions.

3. To print together the pictures of the leaders of certain important issues with which the North Central Association has dealt.

4. To print the pictures of the principal speakers at each annual meeting.

Finally, on motion, the entire matter was left in the hands of the General Secretary and the Editor.

The Editor reported that Mr. Beimer of the Horton-Beimer Press was desirous of breaking up the type being held for the curriculum reprints, provided no more reprints are likely to be ordered. The Editor was requested to ascertain from Professor Webb and his committee whether additional reprints are likely to be needed, and, if not, to order the type broken up.

The Board went on record again that no material which in any way can be construed as advertising matter or matter designed for propaganda purposes shall be printed in the Quarterly.

Considerable discussion took place respecting ways and means of giving greater publicity to the work and achievements of the Association. Finally, on motion, it was voted to request the State Chairmen to see that announcements of the annual meeting of the Association be inserted in the January, February, or March issues of each educational journal of their states and likewise that an account of the Proceedings of the Annual Meeting be prepared and distributed by the State Chairmen for publication in the May or June issues of all state educational journals.

On motion it was further voted that the Secretary of the Association and the Secretaries of the three Commissions constitute a Publicity Committee to se-

cure and circulate North Central Association material to educational magazines that circulate commonly outside the limits of particular states.

Considerable discussion took place respecting the sending out of complimentary copies of the Quarterly. Finally, on motion, the Editor was requested to bring before the Board, at its March meeting, recommendations concerning

1. The desirability of sending, regularly, complimentary copies of the Quarterly to a goodly number of educators in foreign countries;
2. A complementary mailing list of educators in the United States.

On motion, the question of re-printing the official roster and the constitution in the March issue was left to the Editor.

On motion, it was voted to send regularly a copy of the Quarterly to the Dean of the Graduate School in all membership institutions having a Graduate School.

Some discussion respecting the managerial procedures of the Editor took place, the Editorial Board, by vote, formally endorsing his policies and practices.

The meeting adjourned at 10 o'clock.

C. O. Davis, Managing Editor.

Report of Fraternal Delegate to the Southern Association of Secondary Schools and Colleges

Held at Lexington, Kentucky, Dec. 2-6, 1929

To the North Central Association of Colleges and Secondary Schools:

Your fraternal delegate arrived in Lexington Tuesday morning, December 3, at ten o'clock, and read a short paper before the Commission on the topic, *College and High School Accrediting Agencies*. The content of the paper gave rise to some discussion and met with general approval.

Your delegate was made to feel welcome by both the Secondary and Higher Commissions, and was admitted to all meetings of committees, commissions, and of the General Association. He was invited to take part in all discussions and was made to feel very much at home.

Most of the time of your delegate was spent with the Committee on the Admission of Teachers Colleges, with various sub-committees of the Commission on Higher Education, and in attendance upon the programs of the Secondary Commission and the General Association.

The Higher Commission was discussing the revision of standards for higher institutions and finally recommended some minor changes. These were not fundamental changes but were urged in behalf of clearness and ease of operation.

This commission had no general program but discussed its procedure rather rigidly and spent considerable time in trying to decide whether the "non-member" list of approved higher institutions should be abolished. This matter was made a point for discussion at the next annual meeting but a motion of the Commission expressed the point of view that no new members should be added and

that the list should be discontinued in 1931.

The Secondary Commission was reporting data gathered in respect to the size of classes and the ratio of class size to failure in the high schools in Southern territory, as well as the question of Freshman failures in the colleges of this territory. A comparison of the number of freshman failures in Teachers Colleges, Private Colleges and State Universities was reported showing these failures to be fewest in Teachers Colleges and highest in State Universities. Regret was expressed that there are so many freshman failures in the state universities.

Two general meetings were held by the Association. At one meeting Dr. Judd read a paper on Training Teachers for Colleges and Universities. This paper was characteristic of Dr. Judd's careful thought and forward look, and stimulated many good questions and much interesting discussion.

The second general program was given in connection with a banquet sponsored by the higher institutions of Kentucky and to which all of the members of both commissions were invited. Following the banquet President Marquis of the Teachers College at Denton, Texas, who was also president of the Southern Association, gave an address in which he set forth some views on public education. Mr. W. L. Spencer, who was fraternal delegate from the Southern Association to the North Central Association last year, gave his report of that visit in which he compared the work and attitudes of the two associations. Your fraternal delegate had been placed on this program also and ex-

tended the greetings and congratulations of the North Central Association to the Southern Association, invited the latter to send a fraternal delegate to the former next March, and expressed the gratitude of the North Central Association for Mr. Spencer's presence in Chicago last March. He also spoke briefly on his views with respect to college standards.

Dr. John W. Withers delivered an address on the subject *The Place of the Teachers College in Higher Education*. His address was well prepared and raised several very practical and immediate problems for solution.

Your fraternal delegate wishes to express his thanks for this opportunity to

visit the Southern Association. He furthermore wishes to assure you of the good work being done by the Southern Association and he requests that you instruct the secretary of the North Central Association to send a letter to the secretary of the Southern Association in which the former will express the thanks of this association for the very cordial reception accorded your fraternal delegate.

Respectfully submitted,

W. P. Morgan.

Macomb, Illinois
December 23, 1929.

PRELIMINARY PROGRAM THIRTY-FIFTH ANNUAL MEETING

OF

The North Central Association of Colleges
and Secondary Schools

TUESDAY, WEDNESDAY, THURSDAY, FRIDAY

MARCH 18, 19, 20, 21, 1930

CHICAGO, ILLINOIS

HEADQUARTERS AND MEETINGS, STEVENS HOTEL

PROGRAMS OF THE COMMISSIONS

TUESDAY, MARCH 18

9:00 A. M. **Commission on Institutions of Higher Education**

PRIVATE DINING ROOM No. 2

1. Executive Session — Board of Review.

Consideration of applications for accrediting.

President Gage, Dean Boucher,
President Zook, Dean Effinger,
Principal Buck, President Morgan,
Reverend Dr. Cunningham.

Open only to those whose applications for accrediting are being considered.

9:00 A. M. **Commission on Secondary Schools**

SOUTH BALL ROOM

1. Registration.
2. Announcement of Committee Assignments.

3. Announcements by the Secretary.
4. Interpretative Report of the Committee on Standards.
5. Questions relating to Interpretation of Standards.
6. Examination of High School Reports by the Reviewing Committees.

TUESDAY, MARCH 18

2:00 P. M. **Commission on Institutions of Higher Education**

PRIVATE DINING ROOM No. 2

1. Executive Session—Board of Review.
2. Meetings of Special Committees of the Commission.

8:00 P. M. Executive Session—Board of Review.

2:00 P. M. **Commission on Secondary Schools**

SOUTH BALL ROOM

Continuation of the work of Reviewing Committees.

WEDNESDAY, MARCH 19**9:00 A. M. Commission on Institutions of Higher Education**

NORTH BALL ROOM

Meeting—Members of the Commission.

1. Roll Call.
2. Outline of Program and Procedure. The Chairman.
3. Report of the Secretary of the Commission.
4. Reports of Special Committees of the Commission.
 - (a) Committee on Financial Standards for Catholic Institutions, President Henry M. Wriston, Lawrence College, Chairman.
 - (b) Committee on Library Standards. Professor Douglas Waples, University of Chicago, Chairman.
 - (c) Committee on Professional Training. Dean M. E. Hagerty, University of Minnesota, Chairman.
 - (d) Committee on Revision of Standards.

8:30 A. M. Commission on Secondary Schools

SOUTH BALL ROOM

1. Completion of the work of Reviewing Committees.
2. Reports of Committees.
3. Report of the Secretary of the Commission.
4. Election of Officers.
5. Miscellaneous Business.

9:00 A. M. Commission on Unit Courses and Curricula

PRIVATE DINING ROOM No. 2

1. Reading of the Minutes. Thomas M. Deam, Secretary.

2. A Review of the Work of the Committees of the Commission. Will French, Chairman.

3. Report of the Committee on Professional Training of Secondary School Teachers. Chairman of the Committee.

4. Report of the Committee on College Entrance Requirements in English. Assistant Superintendent E. L. Miller, Detroit Public Schools.

5. Report of the Committee on Standards for Use in the Reorganization of Secondary School Curricula. Professor L. W. Webb, Northwestern University.

6. Report of the Sub-Committee of the Committee on Standards for Working out a Plan for Applying North Central Standards to Class Room Situations. Professor M. H. Willing, University of Wisconsin.

7. Appointment of Nominating Committee.

WEDNESDAY, MARCH 19**2:00 P. M. Joint Meeting of Three Commissions for Exchange Reports**

NORTH BALL ROOM

3:15 P. M. Commission on Institutions of Higher Education

NORTH BALL ROOM

1. Roll Call.
2. Report of the Board of Review. George F. Zook, Secretary.
3. Recommendation to the Executive Committee of the Association of institutions to be accredited.

3:15 P. M. Commission on Secondary Schools

SOUTH BALL ROOM

1. Report of the Special Follow-Up Committee on Library. Assistant

Superintendent E. L. Miller, Detroit Public Schools.

2. Discussion.
3. Discussion of the Report of the Committee on Special Studies.

6:30 P. M. Commission on Secondary Schools Dinner, followed by theater parties.

3:15 P. M. Commission on Unit Courses and Curricula

PRIVATE DINING ROOM NO. 2

1. Quantitative Organization of Secondary School Physics. Professor A. W. Hurd, Teachers College, Columbia University.
2. Quantitative Organization of Secondary School Biology. Professor Elliott R. Downing, University of Chicago.
3. Quantitative Organization of Secondary School Chemistry. Professor W. H. Lancelot, State Teachers College, Ames, Iowa.
4. Report of Nominating Committee.

THURSDAY, MARCH 20

9:00 A. M. Commission on Institutions of Higher Education

NORTH BALL ROOM

1. Roll Call.
2. Reports of Special Committees of the Commission, continued.
 - (e) Committee on Stephens College Experiment. Dr. Charles H. Judd, University of Chicago, Chairman.
 - (f) Committee on Kansas City Junior College Experiment. Dr. Charles H. Judd, Chairman.
 - (g) Committee on Joliet Junior College Experiment. Professor H. C. Morrison, University of Chicago, Chairman.

(h) Committee on Athletics. President H. M. Gage, Chairman.

3. Address. Dr. Howard J. Savage, Carnegie Corporation of New York.
4. Election of Officers.

9:00 A. M. Commission on Secondary Schools

SOUTH BALL ROOM

1. Experimental Work in Secondary Education at Joliet, Illinois. Superintendent W. W. Haggard, Joliet High School and Junior College.
2. Report of Special Committee on Athletics. Principal E. E. Morley, Cleveland Heights, Ohio.
3. Final Report of Committee on Standards.
4. Unfinished Business.
5. Adjournment.

9:00 A. M. Commission on Unit Courses and Curricula

PRIVATE DINING ROOM NO. 2

1. How Can the Unit Courses and Curriculum Commission Develop Its Plan of Curriculum Construction to Serve Best the School Systems in the North Central Association? Professor D. H. Eikenberry, Ohio State University.
2. Unit Organization of the Social Science Subjects. Professor E. T. Smith, Central State Teachers College, Stevens Point, Wisconsin.
3. Reorganization of Secondary School Curricula. Principal G. W. Willet, Lyons Township High School, La Grange, Illinois.
4. Curriculum Construction. Professor J. A. Clement, University of Illinois.

PROGRAM OF THE GENERAL ASSOCIATION

PRESIDING OFFICER—PRESIDENT W. P. MORGAN, WESTERN ILLINOIS STATE TEACHERS COLLEGE, MACOMB, ILLINOIS

THURSDAY, MARCH 20

2:00 P. M. Program in Charge of the Commission on Secondary Schools

GRAND BALL ROOM

1. Report of Business Transacted by the Commission. C. C. Brown, Secretary, Commission on Secondary Schools.
2. Report of Special Study for 1928-1930. Dean C. R. Maxwell, University of Wyoming.
3. Discussion.
- 3:30 P. M.—Business Meeting
1. Appointment of Committees. President Morgan.
2. Report of the Executive Committee. Secretary Edmonson.
3. Report of the Treasurer. Mr. McComb.
4. Report on National Survey of Secondary Education. Dr. L. V. Koos, Associate Director of the Survey.
5. Report of Committee on Nation Wide Study of Teacher Training. President D. B. Waldo, Western State Teachers College, Kalamazoo, Michigan.

6:00 P. M.—BANQUET

NORTH BALL ROOM

(Tickets may be secured at the Secretary's Desk in Private Dining Room No. 3, Stevens Hotel)

1. Greetings from Fraternal Delegates from other Regional Standardizing Agencies.
2. Address. Dr. W. P. Morgan, President of the North Central Association of Colleges and Secondary Schools.
3. Address. President Frank L. McVey, University of Kentucky.

8:30 P. M.—Meeting of Executive Committee.

FRIDAY, MARCH 21

9:00 A. M. Program in Charge of the Commission on Unit Courses and Curricula

GRAND BALL ROOM

1. College Entrance Requirements in English. Assistant Superintendent E. L. Miller, Detroit Public Schools.
2. Report of Committee on Standards for Use in the Reorganization of Secondary School Curricula. Professor L. W. Webb, Northwestern University.
3. Essentials in Physics. Professor A. W. Hurd, Teachers College, Columbia University.
4. Teaching Units in a Year's Work in Biology. Professor Elliott R. Downing, University of Chicago.

10:30 A. M.—Reports of Committees of the Association.

1. Committee on Time and Place.
2. Committee on Nominations.
3. Address. President W. E. Wickenden, Case School of Applied Science, Cleveland.

2:00 P. M. Program in Charge of the Commission on Institutions of Higher Education

GRAND BALL ROOM

1. Report of the Commission on Institutions of Higher Education, President George F. Zook, Secretary.
2. Report of Delegate to National Council on Education. Dr. Charles H. Judd, University of Chicago.
3. *Address. Dr. Ray Lyman Wilbur, The Secretary of the Interior, Washington, D. C.
4. Miscellaneous Business.

*Dr. Wilbur promises to be present unless important government business prevents.

Baccalaureate Degrees*

By ESTHER NAOMI MOSHER

I. INTRODUCTION

A degree is a title given by a university or college to those who have completed a more or less definitely prescribed course of study. While educational institutions corresponding to our universities existed in ancient times, and while these undoubtedly gave to those who had completed a course of study some marks of distinction, the present academic degrees do not go back further than the Middle Ages. The degree as a university distinction originated at Bologna and Paris during the twelfth century, and, as the titles "master" and "doctor" imply, signified at first nothing more than a license to teach.

Of the different university degrees, that of master came first in point of time, being conferred in the twelfth century by the various faculties of the universities in both France and Italy. The title "doctor," as an honorary distinction, is not infrequent at this time, usually coupled with some qualifying word: e. g., Thomas Aquinas, Doctor Angelicus. For some time, however, the titles of master, doctor and professor were used indiscriminately. In the fifteenth century the doctor's degree had quite generally replaced the master's in the faculties of law, medicine, and theology, while the master's degree still held its own in the faculty of arts. A candidate for a degree was required to prepare and read a Latin thesis, which he had to defend against a doctor of the faculty, three opponents specially appointed, and, as the phrase ran, "against all comers." Disputations, which formed one of the most brilliant and picturesque features of

medieval university life, continued down to a comparatively late period. In England they were not wholly done away with until 1860. In Germany and America, though the doctoral dissertation is not read in public, the examination to which each candidate must submit consists in a large measure of a defense of his thesis against the members of his faculty or department.

The degree of bachelor was first brought into use in the thirteenth century, at the University of Paris and elsewhere, to designate students who had passed certain preliminary tests for the degree of doctor or master. As the medieval courses varied from four years in arts to fourteen in theology, the importance of the preliminary title varied much among the different faculties.

The later history of degrees varies somewhat in different countries. Thus, in Germany the doctorate is practically the only degree conferred by universities and has been extended to other faculties than philosophy, which is the most common. In France the baccalaureate in letters and science is not a degree conferred by the university in the technical sense, but is obtained on completing a course corresponding largely to that of secondary schools elsewhere. In Scotland the first university degree is the M. A., the ancient tradition thus being retained. In England the bachelor's degree is usually the first to be conferred, after a course of three years. The courses for the ordinary or pass degree and the honors degree, which is subdivided into three or four classes or levels of merit, are different, and each may be taken in several different subjects. The master's degree in arts is generally conferred without further examination upon the passage of a certain term of years and the payment of certain fees. The var-

* This paper is a digest of a thesis prepared from material in the office of the Secretary of the Commission on Higher Education. Several studies of this character have been and are being made from time to time.

ious doctor's degrees are generally either honorary, or are only given upon the production of mature scholarly works of real value.

In America, the older British system has been overlaid by the German plan, so that both master of arts and doctor of philosophy are given. The college course of four years, prescribed to a greater or less extent according to the university or college at which it is given, leads up to a bachelor's degree, usually in arts, science, or philosophy, according to the amount of attention devoted to the classics and the natural sciences. The various technical and professional schools which may or may not require a college degree or a certain amount of college work for admission, give a bachelor's degree, except in the case of medicine and dental medicine, where the first degree is usually that of doctor. The master's degree is given upon the completion with credit of a year or two of post-graduate work, with or without the writing of a thesis. The doctorate in philosophy and science, and occasionally in theology and law, is given much after the German fashion, upon from two to five years of post-graduate work, the writing of a thesis and the satisfactory passing of written and oral examinations.

There is considerable divergence even among the older universities and those of the highest standards in the significance of the several degrees. That of A. B., for instance no longer stands, as it once did, for a definite amount of Latin and Greek and mathematics. The steady growth of the elective system and the tendency to substitute modern languages for the classics have forced upon the universities the alternative of either changing the requirements for the degree or else conferring a different degree in place of it. The tendency is more and more to extend the elective system, to recognize the value of new subjects, and, if any subject is to be prescribed, to select English.

The purpose of this study is to make a comparison of the various baccalaureate degrees offered by colleges and uni-

versities which are members of the North Central Association of Colleges and Secondary Schools. Mere mention will be made of the various baccalaureate degrees pertaining to Engineering, due to the fact that a thorough investigation of Engineering degrees is now being made by the Society for the Promotion of Engineering Education. Also, this study will not include the degrees granted in law, medicine, dentistry, or theology.

The material for this study was obtained in the office of the secretary of the North Central Association's Commission on Institutions of Higher Learning, and from the catalogues of each of the colleges, universities and teachers' colleges belonging to the Association. There are one hundred and sixty-three colleges and universities and fifty-two colleges primarily for the training of teachers or teachers' colleges belonging to the Association. Of the fifty-two teachers' colleges belonging to the Association, two offer only three year courses and not any degrees; therefore only fifty teachers' colleges will be studied. The grand total of colleges, universities, and teachers' colleges studied was two hundred and thirteen.

II. THE DEGREE, BACHELOR OF ARTS

A. THE A. B. DEGREE.

Of the one hundred and sixty-three colleges and universities studied, one hundred and forty-nine grant the Bachelor of Arts degree. Nineteen of these colleges and universities grant the Bachelor of Arts degree only.

Of the fifty teachers' colleges studied, twenty-one grant the Bachelor of Arts degree. Five of these teachers' colleges grant the Bachelor of Arts degree only.

Two hundred and one fields of specialization were found for the A. B. degree among colleges and universities. Only those fields of specialization will be given here, which were found in at least ten of the colleges and universities studied. These fields of specialization follow, arranged according to the relationship be-

tween subjects. The number after the field of specialization shows how many of the colleges and universities studied offer that particular field of specialization.

1. English	138
2. English Literature	14
3. Public Speaking	26
4. Speech	21
5. Journalism	16
6. Classics	10
7. Greek	98
8. Latin	132
9. Modern Languages	11
10. Romance Languages	19
11. German	109
12. Spanish	113
13. French	133
14. History	128
15. History and Political Science	17
16. Political Science	58
17. Social Science	22
18. Sociology	84
19. Economics	94
20. Economics and Sociology	14
21. Economics and Business Administration	10
22. Business Administration	12
23. Philosophy	87
24. Philosophy and Psychology	25
25. Psychology	57
26. Bible	19
27. Religious Education	18
28. Biblical Literature	10
29. Education	89
30. Chemistry	105
31. Physics	84
32. Biology	73
33. Botany	39
34. Zoology	35
35. Geology	38
36. Geography	13
37. Astronomy	12
38. Mathematics	117
39. Physiology	18
40. Home Economics	43
41. Music	66
42. Art	18

The writer found fifty-three fields of specialization for the A. B. degree among the teachers' colleges. These fields of specialization are arranged in the same manner as those of the colleges

and universities. Again only those that are granted by at least ten teachers' colleges will be given here. They are as follows—

1. English	21
2. Latin	17
3. French	18
4. Spanish	16
5. History	18
6. Economics	11
7. Chemistry	12
8. Mathematics	18
9. Biology	10

The requirements for the A. B. degree among colleges and universities vary a great deal and also show a lack of uniformity. The number of hours of work required for the A. B. degree ranges from one hundred and twenty hours to one hundred and fifty hours, the average being one hundred and twenty-four hours. Antioch College requires one hundred and fifty hours but six years is necessary to complete the course for the degree. At Saint Mary-of-the-Woods College there are two kinds of A. B. degrees granted, one Classical and the other Literary. Candidates for the Classical degree must present at least six college credits in Latin while candidates for the Literary degree are not required to do this; nor is Latin required for admission, though it is desirable that students should present at least two years of high school Latin at entrance. Classical students must present four high school units in Latin for entrance.

Sixty-five of the colleges and universities use the group system in their requirements for the A. B. degree, many permitting the students to select their own choice of subjects from these various groups, the most common of which are the English and Foreign Language group, the Science and Mathematics group, and the Social Science group.

The number of hours of work required for the A. B. degree among teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours.

Six of the teachers' colleges granting an A. B. degree use the group system.

It is interesting to note that some of the teachers' colleges grant the A. B. degree both with a professional major in Education and Psychology or without the professional major. In the latter case a major in another field must be offered in lieu of the professional major and the candidate for the degree will not be granted the certificate privilege. This is especially true of the teachers' colleges in Oklahoma.

In summing up the requirements for an A. B. degree, both among colleges and universities and teachers' colleges, we find that a well balanced curriculum would include at least English, a Foreign Language, a Science or Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases, especially in denominational colleges, a course in Religious Education. The remaining subjects or courses would be elective.

B. FORMS OF THE A. B. DEGREE.

The following forms of the A. B. degree were found among the colleges and universities. The number of colleges and universities granting these forms of the A. B. degree is also indicated.

1. Bachelor of Arts in Journalism	4
2. Bachelor of Arts in Business Administration	2
3. Bachelor of Arts in Business Administration and Banking	1
4. Bachelor of Arts in Library Science	1
5. Bachelor of Arts in Commerce	1
6. Bachelor of Arts in Speech	1
7. Bachelor of Arts in History	1
8. Bachelor of Arts in Economics	1
9. Bachelor of Arts, Course in Journalism	1
10. Bachelor of Arts, Course in Commerce	1
11. Bachelor of Arts, Course in Humanities	1

No forms of the A. B. degree were found among teachers' colleges except the A. B. in Education and this degree will be studied in the section on educational degrees.

The requirements for these special degrees are practically the same as for the plain A. B. degree except that a greater opportunity is given for study in each particular field of specialization and in related subjects or fields.

III. THE BACHELOR OF SCIENCE DEGREE

A. THE B. S. DEGREE.

Of the one hundred and sixty-three colleges and universities studied, one hundred and fourteen grant the plain Bachelor of Science degree or some form of the Bachelor of Science degree. This does not include the B. S. in Education or the B. S. in Music which degrees will be studied under the respective headings,—educational degrees and degrees in Music.

Of these one hundred and fourteen colleges and universities that grant the plain B. S. degree or some form of the B. S., ninety-one grant the plain B. S. degree and fifty-nine grant the B. S. degree in the various fields of specialization or in the course pursued, and thirty-six grant both the plain B. S. degree and some form of the B. S. degree.

Nine of these colleges and universities grant only the plain B. S. or some form of the B. S. degree, four of them grant only the plain B. S. degree, and three grant only the B. S. in the various fields of specialization.

Of the fifty teachers' colleges studied, fifteen grant the plain B. S. degree or some form of the B. S. degree. Of these thirteen grant the plain B. S. degree and two the B. S. in some field of specialization. None of the teachers' colleges grants the B. S. degree only or some form of the B. S. degree only.

One hundred and ninety-one fields of specialization for the plain B. S. degree were found among colleges and universities. Only those fields of specialization will be given here, which were found in at least ten of the colleges and universities studied. These fields of specialization follow, arranged according to subjects, with the number of colleges and universities offering each field of

specialization directly following the field of specialization.

1. Chemistry	79
2. Mathematics	71
3. Physics	69
4. Biology	54
5. Botany	29
6. Zoology	26
7. Geology	22
8. Home Economics	33
9. Nursing	10
10. Education	13

The writer found thirty-seven fields of specialization for the plain B. S. degree among teachers' colleges. Again only those that are granted by at least ten teachers' colleges will be given here. They are as follows—

1. Chemistry	12
2. Physics	11
3. Home Economics	12
4. Agriculture	10

The requirements for the plain B. S. degree among colleges and universities are practically the same as the requirements for the A. B. degree. In fact twenty-seven of the colleges and universities state that the requirements for the B. S. degree are the same as for the A. B. degree except that one-half of the college work should be in Mathematics and Science. The distinction between the A. B. and B. S. degrees is explained in the catalogue of Knox College. This catalogue states that the distinction is based upon the relative emphasis laid upon the study of classical language and literature for the A. B. degree and of natural science for the B. S. degree. The number of hours of college work required for the B. S. degree ranges from one hundred and twenty hours to one hundred and sixty hours. The one hundred and sixty hours is required by Colorado Agricultural College. The average number of hours required is one hundred and twenty-five.

The number of hours required for the plain B. S. degree among teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours. Three of the teachers' colleges state that the requirements for the B. S. degree are the same as those for the A. B. degree and

two other teachers' colleges state that the requirements for both degrees are the same except no Foreign Language is required for the B. S. and that there must be six hours of Physical Science and six hours of Mathematics taken. Several of the teachers' colleges in the State of Oklahoma grant the B. S. degree without the professional major and the candidate will not be granted the certificate privilege.

The requirements for the plain B. S. degree, both among colleges and universities and teachers' colleges, are practically the same as the requirements for the A. B. degree. Thus a well balanced course would include English, a Foreign Language, Science and Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases a course in Religious Education.

B. FORMS OF THE B. S. DEGREE.

Eighty-two forms of the B. S. degree were found among colleges and universities. Only those will be mentioned here which were found in at least five of the colleges and universities studied.

They are as follows—

1. B. S. in Home Economics	31
2. B. S. in Commerce	13
3. B. S. in Business Administration ..	12
4. B. S. in Agriculture	15
5. B. S. in Engineering	5
6. B. S. in Civil Engineering	14
7. B. S. in Electrical Engineering ..	14
8. B. S. in Mechanical Engineering ..	13
9. B. S. in Chemical Engineering ..	12
10. B. S. in Architectural Engineering	6
11. B. S. in Architecture	5
12. B. S. in Journalism	5
13. B. S. in Nursing	5
14. B. S. in Chemistry	5
15. B. S. in Physical Education	8

Two forms of the B. S. degree were found among teachers' colleges. They were—

1. B. S. in Commerce	1
2. B. S. in Commerce and Business Administration	1

The requirements for these various forms of the B. S. degree follow on the whole the requirements for the plain B. S. degree, except that more hours of work are required in the field of specialization and a greater amount of re-

lating sciences is also required. This makes the student better equipped to enter into the work of his chosen field after graduation and tends more to professionalism.

IV. EDUCATIONAL DEGREES

Of the one hundred and sixty-three colleges and universities studied thirty-seven grant an educational degree. Thirty colleges and universities grant one educational degree, five grant two educational degrees and three grant three educational degrees.

Of the fifty teachers' colleges studied thirty-five grant an educational degree. Twenty-seven teachers' colleges grant one educational degree, five grant two educational degrees, and three grant three educational degrees.

None of the colleges and universities grant an educational degree only, while twenty-six of the teachers' colleges grant an educational degree only. Of these, twenty grant but one educational degree, four grant two educational degrees, and two grant three educational degrees.

The following educational degrees were found among the colleges and universities. The number after each degree indicates the number of colleges and universities granting these degrees.

1. Bachelor of Education	3
2. Bachelor of Science in Education	30
3. Bachelor of Arts in Education	8
4. Bachelor of Philosophy in Education	1
5. Bachelor of Fine Arts in Education	1
6. Bachelor of Science, Industrial Education	1
7. Bachelor of Science, Industrial Education Course	1
8. Bachelor of Science in School Supervision	1

The following educational degrees were found among the teachers' colleges.

1. Bachelor of Education	10
2. Bachelor of Science in Education	21
3. Bachelor of Arts in Education	10
4. Bachelor of Fine Arts in Education	2
5. Bachelor of Science in Commercial Education	1
6. Bachelor of Science in Agricultural Education	1
7. Bachelor of Science in Industrial Education	1

The requirements for an educational degree among colleges and universities are on the same plan as are the requirements for an A. B. or B. S. degree. The average number of hours required for an educational degree ranges from one hundred and twenty to one hundred and forty, the average being one hundred and twenty-two.

The number of hours of work required for an educational degree among the teachers' colleges ranges from one hundred and twenty hours to one hundred and twenty-eight hours, the average being one hundred and twenty-four hours. This includes all of the teachers' colleges that grant an educational degree except one, the Cleveland School of Education, whose requirements were not obtained.

A well balanced course for an educational degree, both among colleges and universities and teachers' colleges, would include English, a Foreign Language, Science or Mathematics, History or Social Science, Psychology or Philosophy, Education, Physical Education, and a major and a minor field of specialization.

Several colleges and universities permit the students to obtain both an A. B. or B. S. degree and an educational degree under certain restrictions. Lindenwood College states that two Bachelor degrees will not be granted to a student until she has completed a minimum of twenty-four hours work in addition to the requirements for one of the degrees. At Ohio State University both the A. B. degree and the B. S. in Education degree may be conferred at the same time if the candidate has received credit for two hundred and twenty quarter hours or one hundred forty-six and two-thirds semester hours and has met all the requirements of the College of Liberal Arts for the A. B. degree as well as all the requirements in the College of Education for the B. S. in Education degree. One hundred and sixty quarter hours must be in Liberal Arts. Of the remaining sixty quarter hours not less than fifty quarter hours must be taken in professional courses in the College of Education. This program

takes five years for completion. At Ohio University an additional year's work, that is, thirty semester hours will be required for the securing of a second Bachelor's degree. To illustrate: if a student has earned the degree of Bachelor of Arts by securing one hundred and twenty-four hours, he must secure an additional thirty hours and be in residence at least an additional semester, to receive the degree of Bachelor of Science in Education. The additional thirty hours shall be done in the line of his second degree upon the approval of a committee composed of the President, the Dean, and the professors under whom he is to do his work.

V. DEGREES IN MUSIC

Of the one hundred and sixty-three colleges and universities eighty-four grant a degree in Music. Of these sixty-seven grant only one degree in Music, sixteen grant two degrees in Music, and one grants three degrees in Music.

Of the fifty teachers' colleges studied three grant a degree in Music. Of these, two grant only one degree and one grants two degrees in Music.

The writer found the following degrees granted in Music among the colleges and universities. The number granting these degrees follows each degree.

1. Bachelor of Music _____	80
2. Bachelor of School Music _____	5
4. Bachelor of Music Education _____	4
5. Bachelor of Science in Music Education _____	2
6. Bachelor of Public School Music _____	2
7. Bachelor of Arts in Music _____	2
8. Bachelor of Fine Arts in Music _____	2
9. Bachelor of Music in Education _____	1

The following degrees in Music were found among the teachers' colleges—

1. Bachelor of Science in Music _____	2
2. Bachelor of Music _____	1
3. Bachelor of Science in Music Education _____	1

The average number of hours of academic work required for a degree in Music among the colleges and universities is between forty-four and forty-five. An average of thirty-seven hours of academic work is required for a degree in

Music among the teachers' colleges. Subjects included in the academic work required are English; Foreign Languages; Science and Mathematics; History and Social Science; Psychology, Philosophy, and Education; Physical Education; and Religious Education.

Of the colleges and Universities that grant a degree in Music, Knox College does not require any academic work for the Bachelor of Music degree. However, if a student wishes to obtain the Bachelor of Arts or the Bachelor of Science and the Bachelor of Music degree, one hundred hours of academic work and one hundred hours of Music are required. It generally takes six years to complete this combined college and conservatory course. Oberlin College also does not require any academic work for the Bachelor of Music degree unless a student majors in voice. Then eight hours of languages and four hours of dramatic expression are required. The Municipal University of Wichita requires only twelve hours of English for the Bachelor of Music degree. The remaining colleges that grant degrees in Music require anywhere from twenty to eighty-two hours of academic work, the average being between forty-four and forty-five hours. Oklahoma College for Women requires eighty-one hours of academic work for the Bachelor of Science in Music degree and Penn College requires from eighty to eighty-two hours for the Bachelor of Arts in Music degree.

Four of the colleges and universities offer combined courses leading to both the Bachelor of Arts or the Bachelor of Science and the Bachelor of Music degrees. All of these colleges require six years to complete the combined course, the required amount of academic work then being ninety and one hundred hours.

The following degrees granted in Music: the Bachelor of School Music, Bachelor of Science in Music, Bachelor of Music Education, Bachelor of Science in Music Education, Bachelor of Public School Music, and Bachelor of Music in Education,—are designed for students

who wish to fit themselves for the teaching and supervision of Music in the public and private schools of the United States from the Kindergarten through the High School. This is the great distinction between these degrees and the Bachelor of Music, Bachelor of Arts in Music, and Bachelor of Fine Arts in Music, though a major in Public School Music may be generally found or taken in these degrees.

The question that now arises is: Are these degrees in Music substantial degrees? The total number of hours required for a degree in Music is practically the same as the number required for an A. B. or B. S. degree, and the average number of hours of academic work required is between forty-four and forty-five. At Huron College it takes five years to earn the Bachelor of Music degree. This college states that intellectually and culturally the Bachelor of Music degree will be fairly equivalent to other bachelors' degrees offered by standard colleges and that it will require a large amount of work in college courses leading to the A. B. and B. S. degrees. On the other hand, Earlham College states that no special Music degrees are offered there because the A. B. degree is more valuable than any that might be substituted, and furthermore, all the requirements for the A. B. degree are essential in the training of music students.

VI. MISCELLANEOUS DEGREES

The writer found the following miscellaneous degrees among the colleges and universities. The number after each degree indicates the number of colleges and universities granting these various degrees.

1. Bachelor of Philosophy	20
2. Bachelor of Philosophy in Journalism	1
3. Bachelor of Philosophy in Business Administration	1
4. Bachelor of Philosophy in Speech	1
5. Bachelor of Philosophy in Commerce	1
6. Bachelor of Fine Arts	7
7. Bachelor of Fine Arts in Art	2
8. Bachelor of Fine Arts in Expression	1
9. Bachelor of Fine Arts in Drawing and Painting	1
10. Bachelor of Business Administration	4

11. Bachelor of Commercial Science	5
12. Bachelor of Secretarial Science	1
13. Bachelor of Letters	3
14. Bachelor of Literature	1
15. Bachelor of Journalism	1
16. Bachelor of Oratory	1
17. Bachelor of Expression	1
18. Bachelor of Painting	1
19. Bachelor of Design	1
20. Bachelor of Landscape Architecture	1
21. Bachelor of Ceramic Art	1
22. Bachelor of Architecture	1
23. Bachelor of Architectural Engineering	1
24. Bachelor of Ceramic Engineering	1
25. Bachelor of Civil Engineering	1
26. Bachelor of Electrical Engineering	1
27. Bachelor of Industrial Engineering	1
28. Bachelor of Mechanical Engineering	1
29. Bachelor of Metallurgical Engineering	1
30. Bachelor of Engineering in Mining	1
31. Bachelor of Engineering Physics	1

The Bachelor of Philosophy degree was found to be the most common of the miscellaneous degrees granted by colleges and universities. The number of hours required for this degree ranges from one hundred and twenty to one hundred and thirty-six, the average being one hundred and twenty-six hours.

Philosophy is the main subject on which the degree of Bachelor of Philosophy is based. The requirements for this degree are practically the same as those for the A. B. degree with the exception of Philosophy and Foreign Language. More Philosophy is required for the Bachelor of Philosophy degree than for the Bachelor of Arts degree and the Foreign Language requirement is either optional or reduced and tends toward Modern Language rather than Ancient Language. Carroll College states that the Bachelor of Philosophy is offered either without Foreign Language or with a reduced amount for those not prepared to meet the full requirements in Foreign Language for the A. B. and B. S. degrees. The University of Chicago states that the requirements for Bachelor of Philosophy degree are the same as those for the A. B. degree except Latin and Greek are not required. Lawrence College permits the student to take additional English in place of Foreign Language if he so desires. Westminster College also states that the requirements

for the Bachelor of Philosophy are the same as for the Bachelor of Arts except that no Latin is required.

The Bachelor of Fine Arts degree is offered for those who wish to specialize in Art, Music, Dramatics, Expression, or Drawing and Painting. A certain amount of academic work is required in addition to those subjects directly related to the field of specialization. These academic subjects are English; Speech; Foreign Language; Science; History; Social Science; Philosophy; Psychology; Education; Physical Education; Religion; Bible; and Mythology.

To obtain the degree Bachelor of Business Administration the candidate is required to spend the first two years in the College of Arts and Sciences and the last two years in the School of Business Administration, thus almost equally dividing the work between academic subjects and professional subjects.

About one-half of the work required for the Bachelor of Commercial Science degree is also in academic subjects. This degree is also closely related to the Bachelor of Business Administration as both offer majors in Accounting; Business Administration; Finance; Merchandising; and Secretarial Work.

The Bachelor of Letters degree is offered for those who wish to specialize in Speech or Expression. At Northwestern University sixty hours are required in the College of Liberal Arts and sixty hours are required in the School of Speech for this degree. At Rosary College sixty-eight hours are required in the College of Liberal Arts and sixty hours are required in the School of Expression.

The course of study for the Bachelor of Literature degree is designed for those students who desire to devote attention to the Foreign Languages in addition to a more specialized study of English.

The remaining bachelor degrees all require some academic work which varies according to the degree and the remainder of the work required is based upon the field of specialization indicated by the title of the degree and upon related subjects.

No miscellaneous degrees were granted by teachers' colleges.

VII. SUMMARY AND CONCLUSION

A. BACHELOR OF ARTS DEGREE.

One hundred and forty-nine colleges and universities grant the A. B. degree.

Nineteen colleges and universities grant the A. B. degree only.

Twenty-one teachers' colleges grant the A. B. degree and five teachers' colleges grant the A. B. degree only.

Two hundred and one fields of specialization for the A. B. degree were found among the colleges and universities.

Fifty-three fields of specialization for the A. B. degree were found among the teachers' colleges.

The average number of hours required for the A. B. degree among colleges and universities is one hundred and twenty-four. The average number of hours required for the A. B. degree among teachers' colleges is also one hundred and twenty-four.

In summing up the requirements for the A. B. degree, both among colleges and universities and teachers' colleges, we find that a well balanced course would include at least English, a Foreign Language, a Science or Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major and a minor field of specialization, and in some cases, especially in denominational colleges, a course in Religious Education. The remaining subjects would be elective.

Eleven forms of the A. B. degree were found among colleges and universities, but there were no forms of the A. B. degree found among teachers' colleges.

B. BACHELOR OF SCIENCE DEGREE.

One hundred and fourteen colleges and universities grant the plain B. S. degree or some form of the B. S. degree; ninety-one granting the plain B. S. degree and fifty-nine granting the B. S. degree in the various fields of specialization, while thirty-six colleges

and universities grant both the plain B. S. degree and some form of the B. S. degree. Nine of these colleges and universities grant only the plain B. S. or some form of the B. S. degree, four of them grant only the plain B. S. degree, and three grant only the B. S. in the various fields of specialization.

Fifteen teachers' colleges grant the plain B. S. degree or some form of the B. S. degree. Of these thirteen grant the plain B. S. degree and two the B. S. in some field of specialization. None of the teachers' colleges studied grants the B. S. degree or some form of the B. S. degree only.

One hundred and ninety-one fields of specialization for the plain B. S. degree were found among colleges and universities.

Thirty-seven fields of specialization for the plain B. S. degree were found among teachers' colleges.

The average number of hours required for a plain B. S. degree among colleges and universities is one hundred and twenty-five. The average number of hours required for a plain B. S. degree among teachers' colleges is one hundred and twenty-four.

The requirements for the plain B. S. degree, both among colleges and universities and teachers' colleges, are practically the same as the requirements for the A. B. degree. Thus a well balanced course would include English, a Foreign Language, Science and Mathematics, History or a Social Science, Psychology or Philosophy, Physical Education, a major or a minor field of specialization, and in some cases a course in Religious Education.

Eighty-two forms of the B. S. degree were found among colleges and universities, and two forms of the B. S. degree were found among teachers' colleges.

C. EDUCATIONAL DEGREES.

Thirty-seven colleges and universities grant an educational degree. Thirty colleges and universities grant one educational degree, five grant two educational degrees, and three grant three educational degrees. None of the colleges and

universities grant an educational degree only.

Thirty-five teachers' colleges grant an educational degree, twenty-seven granting one educational degree, five granting two educational degrees, and three granting three educational degrees. Twenty-six of the teachers' colleges grant an educational degree only.

Eight different educational degrees were found among colleges and universities and seven different educational degrees were found among teachers' colleges.

The average number of hours required for an educational degree among colleges and universities is one hundred and twenty-two. The average number of hours required for an educational degree among teachers' colleges is one hundred and twenty-four.

A well balanced course for an educational degree, both among colleges and universities and teachers' colleges, would include English, a Foreign Language, Science or Mathematics, History or Social Science, Psychology or Philosophy, Education, Physical Education, and a major and a minor field of specialization.

D. DEGREES IN MUSIC.

Eighty-four colleges and universities grant a degree in Music. Of these sixty-seven grant only one degree in Music, sixteen grant two degrees in Music, and one grants three degrees in Music.

Three teachers' colleges grant a degree in Music, two granting only one degree and one granting two degrees in Music.

Nine different degrees in Music were found among the colleges and universities and three different degrees in Music were found among the teachers' colleges.

The average number of hours of academic work required for a degree in Music among the colleges and universities is between forty-four and forty-five. An average of thirty-seven hours of academic work is required for a degree in Music among the teachers' colleges. Subjects included in the academic work required are English; Foreign Languages; Science and Mathematics; History and Social Science;

Psychology, Philosophy, and Education; Physical Education; and Religious Education.

E. MISCELLANEOUS DEGREES.

Thirty-one miscellaneous degrees were found among colleges and universities. No miscellaneous degrees were granted by teachers' colleges.

The Bachelor of Philosophy was found to be the most common of the miscellaneous degrees granted, it being granted by twenty colleges and universities. The average number of hours required for this degree is one hundred and twenty-six. The requirements for the Bachelor of Philosophy are practically the same as for the A. B. degree, except that more Philosophy is required, and the Foreign Language requirement is either optional or reduced and tends toward Modern Language rather than Ancient.

The remaining miscellaneous bachelor degrees all require some academic work but the greater amount of work is based upon the field of specialization indicated by the title of the degree and upon related subjects.

A total of one hundred and forty-three different baccalaureate degrees are granted by the colleges and universities belonging to the North Central Association of Colleges and Secondary Schools. A total of fourteen different baccalaureate degrees are granted by the teachers' colleges belonging to the North Central Association of Colleges and Secondary Schools.

The number of baccalaureate degrees granted by any one college or university varies from one degree to twenty-one degrees. Table I shows the number of different baccalaureate degrees granted

by the colleges and universities belonging to the North Central Association of Colleges and Secondary Schools, and the number of colleges and universities that grant these degrees.

Table I

Number of Colleges and Universities Granting These Degrees	Number of Degrees Granted
Twenty-four	1
Thirty-five	2
Thirty	3
Twenty-two	4
Twelve	5
Ten	6
Seven	7
Five	8
Five	9
One	10
One	11
Three	12
Two	13
One	15
Three	16
One	19
One	21

Table II shows the number of different baccalaureate degrees granted by the teachers' colleges belonging to the North Central Association of Colleges and Secondary Schools, and the number of teachers' colleges that grant these degrees.

Table II

Number of Teachers' Colleges Granting These Degrees	Number of Degrees Granted
Twenty-five	1
Sixteen	2
Seven	3
One	4
One	5

A Report on College Freshmen for the First Semester of 1928-1929

(A Committee Report)

C. R. MAXWELL, CHAIRMAN

This investigation is the second one of the same nature that has been made by the Committee on Special Studies of the Commission on Secondary Schools of the North Central Association. The investigation of the Success of High School Graduates of June 1924 in Their First Semester of College Work in 1924-25 was reported in Vol. I, No. 2 of the North Central Quarterly. Owing to the large number of graduates of North Central high schools, it has not seemed advisable to make this study annually as has been done in the Southern Association, but it was felt that after a lapse of four years it would be desirable to find what changes have taken place in freshmen failures. In the Fall of 1928 Form G of the annual blanks was distributed by each chairman of the State Committee of the Commission on Secondary Schools to each high school belonging to the Association. When the blanks were received by the chairman of the State Committee, they were forwarded to the chairman of the Committee on Special Studies. The names were compiled and sent to the registrars of the institutions which graduates of North Central high schools were attending. The following letter accompanied the blanks that were sent to the registrars.

DEAR REGISTRAR:

At the meeting of the North Central Association in 1928, the Commission on Secondary Schools voted to repeat the study on the "Success of Freshmen in their First Semester in College." The previous study was made in 1924 and reported in the North Central Quarterly for September, 1926. The Southern Association of Colleges and Secondary Schools makes this investigation annually, but the number of schools belonging to the North Central Association requires such a tremendous amount of work

that the results would probably not justify a yearly study. It was felt, however, that a repetition of this study in the North Central Association after four years would be of great value in checking the schools belonging to the Association. The previous study was successful through the fine co-operation of the institutions belonging to the Association and also of those outside the North Central territory.

Our reports from the schools show that 55,000 graduates of North Central high schools in June, 1928, enrolled in colleges in September, and we are desirous of securing a report on each one of these students. We are sending to each institution the names of students that have been reported by the secondary schools as attending such institution but we appreciate that it is in many cases not a complete roster. May I urge you to make the report complete by (1) striking out any names that did not register with you, and (2) by adding all names omitted, giving the names of the North Central high schools from which these students come? Give this information only for the FIRST QUARTER OR FIRST SEMESTER'S WORK. Under the headings English, French, etc., please use numerals in indicating the credits, avoiding fractions if possible.

In order to have these data compiled by the first of September, it will aid greatly in the study if your report is returned to me by the first of June. Please check the blank to see that all information requested has been given.

To make the study of greater value through a more careful analysis of the data, I am enclosing a supplementary questionnaire which will not require much additional labor, and which will show what attempts institutions are making to reduce freshman mortality.

Thanking you for your cooperation in the previous study, and trusting that we may have the same assistance in the present investigation, I am

Very truly yours,

C. R. MAXWELL,

Chairman, Committee on Special Studies.

Laramie, Wyoming,

April 15, 1929.

REPORT OF STUDENTS FOR THE FIRST QUARTER, SEMESTER, 1928-1929

Students whose names appear below were graduated in June, 1928, from Secondary Schools accredited by the North Central Association of Schools and Colleges and entered.....

.....College or University.

College or University accredited (Yes or No)..... By what agency accredited

Total enrollment of College or University..... College located at....., State.....

[illegible]

INSTRUCTIONS:

1. Add names of students omitted above.
2. Strike out names of students who did not enroll.
3. In case a student in good standing withdraws before end of quarter or semester, mark G. S. after name.
4. Count students asked to withdraw on account of failure.
5. Count students who withdrew voluntarily if failing in one or more subjects at time of withdrawal.
6. Count all courses in (a) Physical Training; (b) Military Science where college credit is received.

*Key to College—In reporting colleges or schools in which students are registered use the following abbreviations: Letters and Sciences, LS; Engineering, E; Law, L; Agriculture, A; Education, Ed.; Medicine, M; Commerce, C; Pharmacy, P; Dentistry, D; Home Economics, HE; Music, Mu.; Forestry, F; Nursing, N.

(Signed).....Registrar.

Table I shows the scope of this study in comparison with the one made in 1924.

This table shows that 45.1 per cent more students were reported from North Central high schools as entering college in 1928 than in 1924. The increase in the number of students included in the

was very difficult, if not impossible, to compare the records of students in such schools with those from standard institutions. The number of higher institutions in this study is slightly larger than in the previous one. The writer regrets that the reports from several of

Table I. Scope of Study

	1924	1928
No. of Secondary Schools belonging to Association.....	1,728	2,173
No. of schools from which reports were received.....	1,573	2,080
No. students reported entering college.....	37,677	54,476
No. students included in this study.....	28,957	41,079
No. Higher Institutions from which data were requested..	1,043	908
No. Higher Institutions from which data were received....	785	726
No. Higher Institutions included in this study.....	659	671

1928 study over that of 1924 is 41.8 per cent. The number of higher institutions from which data were requested is fewer in this study, as reports were not requested from business schools, conservatories of music, schools of nursing, etc. Our previous study found that it

the higher institutions were received too late to be included in this study. Both investigations include the records of about the same percentage of the graduates of secondary schools of June that actually entered universities and colleges in September.

Section I. Failures in Secondary Schools

The first part of this report considers the failures by secondary schools. Under each state is listed the name of the school, a considerable amount of general information, and the number of semester hours passed and failed in a list of subjects most frequently pursued by freshmen. Table II, which follows, gives this information for each school listed by states. The space would not permit giving the percentage of semester hours failed in each subject by schools. However, the percentage is given for the schools as a whole in each state. Reports were received from 2,080 of the 2,173 schools

belonging to the Association in 1928. It will be noted that 2,096 schools are included in this table and that in a few cases the data are not complete from a few of the schools. Form G was not returned from these schools, but when returns were received from higher institutions a considerable number of students were reported from these schools that had not submitted their list; consequently, it seemed that they should be listed even though they had failed to furnish requested data. Table II follows:

Table II. Detailed Information, by States
ARIZONA

YEAR	STATE	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Paired	Semester Hours Passed in							Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Percent Semester Hours Failed		
									English	French	History	Latin	Mathematics	Science	Spanish			Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects
1922-23	Arizona	Apache	P	186	12	3	4	2	50.0	9	22	13		27	22	10	141	7	24	47	67.8	2	12	2	1	1	19	32.2
		Case Grande Union	P	413	85	32	21	6	29.6	48	22	18		27	22	10	141	7	24	47	65.8	12	18	3	1	1	50	14.6
		Chandler	P	80	17	11	9	3	33.3	27	8	6		27	22	10	141	7	24	47	105.4	3	18	4	2	2	18	14.6
		Clarendale	P	176	32	15	8	1	12.5	21	13	13		27	22	10	141	7	24	47	125	5	18	3	2	3	8	2.3
		Cliffdale	P	129	27	7	3	2	66.6	6	5	5		27	22	10	141	7	24	47	125	3	18	3	2	2	6	17.6
		Clifton	P	112	12	2	1	0	0	8	4	4		27	22	10	141	7	24	47	27	2	12	3	2	2	21	8.8
		Douglas	P	435	60	26	22	7	31.8	65	22	18		27	22	10	141	7	24	47	87	4	12	4	2	4	4	5.6
		Puncan Union	P	108	16	6	5	1	20.0	9	4	4		27	22	10	141	7	24	47	87	6	12	4	2	2	4	25.0
		Flagstaff	P	166	27	17	1	1	100.0	3	4	4		27	22	10	141	7	24	47	87	5	12	4	2	2	7	7.8
		Florence Union	P	117	13	6	6	2	35.8	12	4	4		27	22	10	141	7	24	47	82	3	12	4	2	2	7	6.9
		Gilbert	P	111	16	7	7	1	22.6	15	8	8		27	22	10	141	7	24	47	82	3	12	4	2	2	7	7.8
		Glendale Union	P	340	37	17	8	1	12.6	20	8	8		27	22	10	141	7	24	47	113	6	12	4	2	2	2	1.7
		Globe	P	325	45	20	19	6	31.6	51	4	15		27	22	10	141	7	24	47	255	6	12	4	2	2	31	10.6
		Jerome	P	159	19	11	6	2	23.3	13	8	8		27	22	10	141	7	24	47	84	3	12	4	2	2	11	11.6
		Kingman	P	140	12	2	1	1	100.0	3	4	4		27	22	10	141	7	24	47	18	4	12	4	2	2	4	18.2
		Mohave County Union	P	44	5	1	1	1	100.0	3	4	4		27	22	10	141	7	24	47	21	2	12	4	2	2	2	9.7
		Marathon Union	P	639	89	31	10	4	13.3	92	4	16		27	22	10	141	7	24	47	488	3	12	4	2	2	24	5.0
		Mesa Union	P	635	63	19	16	4	26.6	42	4	12		27	22	10	141	7	24	47	209	6	12	4	2	2	27	11.4
		Miami	P	223	43	20	12	6	50.0	38	6	18		27	22	10	141	7	24	47	166	3	12	4	2	2	32	16.2
		Mogale	P	101	15	10	3	0	6	6	6	6		27	22	10	141	7	24	47	48	24	3	12	4	2	119	11.4
		Peoria	P	306	39	102	72	19	26.4	158	35	73	10	58	127	75	398	923	88.6	923	13	24	17	26	1	19	15	12.6
		Phoenix Union	P	292	24	13	10	3	20.0	24	6	6		27	22	10	141	7	24	47	132	6	12	4	2	2	19	12.6
		Prescott	P	74	12	7	6	1	16.7	18	8	8		27	22	10	141	7	24	47	97	3	12	4	2	2	3	3.0
		Ray	P	221	29	17	11	1	9.1	48	4	4		27	22	10	141	7	24	47	175	3	12	4	2	2	3	1.7
		Safford	P	73	15	15	5	0	0	15	6	6		27	22	10	141	7	24	47	81	3	12	4	2	2	17	15.2
		Scottsdale	P	162	19	9	8	3	37.5	24	6	6		27	22	10	141	7	24	47	112	8	12	4	2	2	10	3.2
		Soerlake Union	P	200	31	23	20	3	19.5	57	7	6		27	22	10	141	7	24	47	300	8	12	4	2	2	10	3.2
		Tempe Union	P	83	40	23	25	4	15.4	84	8	19		27	22	10	141	7	24	47	239	3	12	4	2	2	14	3.6
		Thatcher	P	61	10	7	6	0	0	18	8	6		27	22	10	141	7	24	47	95	2	12	4	2	2	143	14.7
		Gila College High School	P	1223	169	77	47	22	37.5	149	65	44	4	64	173	69	276	633	86.3	633	20	24	12	27	7	12	12	60.0
		Tucson	P	106	8	6	1	1	100.0	2	4	4		27	22	10	141	7	24	47	8	4	12	4	2	2	12	60.0
		Willcox Union	P	70	8	6	1	1	100.0	2	4	4		27	22	10	141	7	24	47	18	4	12	4	2	2	4	25.0

ARIZONA

YEAR	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In								Semester Hours Failed In								Total Semester Hours Failed	Percent Semester Hours Failed					
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects							
1928-29																														
STATE																														
Arizona																														
NAME OF SECONDARY SCHOOL																														
Yuma Union	P	421	61	11	9	4	44.4	24	8	294	25	428	871	326	2579	53	129	91.6	3	4	30		79	180	67	116	638	12	9.6	
TOTAL		10673	1449	1694	424	117	27.6	1106	212	294	25	428	871	326	2579	53	5951	90.2	114	62	30		79	180	67	116	638	12	9.6	
PER CENT OF SEMESTER HOURS FAILED IN																														

1928-29
STATEArizona
NAME OF SECONDARY SCHOOL

ARKANSAS

[illegible]

YEAR	1929-30	STATE	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Paid	Summer Hours Passed In							Summer Hours Passed Out														
										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Percent Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Percent Semester Hours Passed		
Akron:	P.	P.	Washington County High School	P.	482	80	23	22	9	40.9	28	7.3	5	37	61	169	182	86.6	86.6	6	13	22	22	13	22	9	50	13.4	13.4		
			Alamosa		261	54	6	7	0	0	19	2	11	4	11	3	21	81	100.	100.											
			Arvada		267	41	15	13	7	83.8	57	6	4	17	42	8	79	141	80.5	80.5	12	17	6	17	15	44	19.5	19.5			
			Aspen		87	16	8	6	3	50.	7	9	5	11	43	74	43	74	80.4	80.4											
			Ault		199	21	12	8	3	37.6	16	4	4	8	26	4	62	123	87.2	87.2											
			Aurora		111	14	9	6	3	80.	12	3	3	13	15	20	66	74.2	74.2	6	3	2	3	2	3	11	23	22.9	22.9		
			Baraboo		96	23	7	6	0	0	9	3	3	5	4	15	56	92	100.	100.											
			Boiler		877	124	129	119	48	40.5	282	71	211	42	162	269	42	362	1411	81.3	81.3	6	62	6	62	6	24	13.2	13.2		
			Brighton		261	44	13	14	6	42.9	19	13	4	14	42	83	180	91.8	91.8	5	14	14	11	5	11	5	40	12.2	12.2		
			Brush Union		202	46	11	12	0	0	23	3	9	6	14	12	11	110	100.	100.											
Alamosa:	P.	P.	Burlington	P.	144	32	5	6	2	33.3	10	3	31	72	81.9	3	31	72	81.9	81.9	3	3	3	7	2	3	16	19.2	19.2		
			Canon City		294	90	35	24	9	37.5	67	6	19	11	19	66	26	114	330	58.7	58.7	7	8	6	9	4	8	42	11.3	11.3	
			Castle Rock																												
			Douglas County High School		125	20	9	6	1	16.6	17	5	2	11	15	3	36	89	84.	84.	3	3	3	3	9	2	17	16.	16.		
			Center		97	17	3	2	2	100.		3		9		6	18	56.2	56.2	3	3	3	3	5	3	3	14	43.8	43.8		
			Cheyenne Falls																												
			Cheyenne County High School		192	33	7	6	3	60.	10	8		10	4	42	74	80.4	80.4	6		5				7	18	19.6	19.6		
			Colorado Springs:																												
			Cheyenne Mountain		88	16	8	4	1	26.	9	8	3	6	10	3	10	87	93.4	93.4							4	4	6.6	6.6	
			Colorado Springs High School		1237	259	128	96	15	18.6	241	99	116	15	221	246	347	1343	95.6	95.6	13	3	7	3	7	19	3	62	4.4	4.4	
Alamosa:	P.	P.	Craig	P.	139	29	7	5	2	40.	12	4	4	9	4	43	72	86.7	86.7							11	11	13.3	13.3		
			Cripple Creek		66	20	6	5	3	60.	12	3	9	5	19	26	74	87.1	87.1						9	2	11	12.2	12.2		
			Crowley Consolidated		88	9	5	3	0	0	6	6	6	3	12	19	46	100.	100.												
			Del Norte		180	19	8	4	1	26.	8	10	10	10	14	3	24	59	93.7	93.7	3					1	4	6.3	6.3		
			Delta					10	3	30.	28	4	10	6	8	4	82	142	96.6	96.6	2					3	5	3.4	3.4		
			Denver:																												
			Cathedral High School		268	41	15	7	1	14.3	19	6	5	2	11	13	11	43	108	87.3	87.3				3		3	2.7	2.7		
			East		1931	534	315	242	59	24.	655	231	323	62	310	468	129	1145	332.8	90.4	90.4	41	19	42	49	95	3	104	353	9.6	9.6
			Manual Training		644	189	82	36	5	14.3	101	32	16	7	48	71	14	236	527	94.6	94.6	3	3	3	7	5	3	9	30	6.4	6.4
			North		1684	396	124	76	19	28.	184	43	40	25	165	209	19	432	1113	89.6	89.6	22	9	29	24	5	40	129	10.4	10.4	
			Opportunity		206	26	16	7	0	0	20	5	11	14	4	53	106	100.	100.												
			Regis		128	36	24	17	2	11.8	49	5	6	20	43	78	7	75	231	95.6	95.6				4	6	4	13	4.4	4.4	
			South		1263	221	89	77	21	27.3	104	81	26	8	120	130	69	367	1025	98.	98.	12	12	52	46	4	24	141	12.	12.	

COLORADO

YEAR	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Percent Passed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Failed	Percent Semester Hours Failed			
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
1922-23	Fr.	84	15	6	9	4	56.7	15	9	5	14	22		22	94.9	5						2	5	6.2	
1923-24	P	1268	207	52	22	12	54.6	33	13	23	33	31	7	95	77.7	13	3		13	27	4	7	72	22.5	
	P	421	69	19	20	7	35.	65	9	29	25	18	7	126	277	85.2	6	9	18	12	5	4	48	14.9	
	P	159	25	13	7	2	23.6	13	20		3			68	104	95.7				3			4	7	6.5
	P	418	65	24	23	9	39.1	28	14	24	23	43	11	121	294	81.4	17	8					67	18.6	
	P	571	60	13	17	7	41.2	38	11	16	41	36		77	209	85.6	6	15	3	6		12	41	16.4	
	P	997	146	98	80	38	41.2	153	26	16	279	353	18	424	1300	97.6	24	5	41	44	5	60	182	19.3	
	P	244	26	14	10	5	50.	22	4		6	27		75	133	75.9	6		8			21	35	20.2	
	P	526	83	33	23	9	39.3	61	15	14	31	59	4	133	418	89.7	11	6	6	14	8	8	48	10.5	
	P	170	40	16	10	2	20.	21	16		13	37		66	159	92.4	6					7	13	7.6	
	P	200	51	24	15	9	60.	28	13	15	6	11		65	151	63.	17	10	15	10		16	71	32.	
	P	140	32	14	9	3	23.3	24	3	9	10	27	3	37	115	88.5	3		11			1	15	11.5	
	P	249	24	10	5	1	20.	12	3	6	5	11	3	21	61	30.3	3		5	4		3	15	19.7	
	P	690	134	70	53	14	26.4	134	115	73	17	89	83	7	171	695	99.1	18	15	3	26	12	5	85	10.9
	P	600	170	88	86	23	26.7	157	15	11	67	154	14	462	984	89.4	26	4	13	22		40	117	10.6	
	P	179	23	13	16	9	56.3	15	12		4	17	4	113	165	75.	10	4	5	10	4	13	55	26.	
	P	120	21	11	9	4	44.4	20	13		12	20		39	104	84.6	8	3				8	19	15.4	
	P	65	24	8	6	2	33.3	9	4	6	16	19	5	28	87	95.6	3					1	4	4.4	
	P	107	34	12	6	0	0	15	3	5	4	21		43	91	100.									
	P	351	34	16	8	3	37.6	22			8	24		60	134	84.9				5		17	22	15.1	
	P	90	19	7	7	2	23.6	24	10		5	19	3	45	106	87.6				10		5	15	12.4	
	P	162	27	11	4	1	25.	3	4		5	7		41	60	95.2	3						3	4.8	
	P	136	17	8	6	1	16.7	20	3	13	6	6		39	96	92.5	3					4	7	7.6	
	P	279	28	8	4	1	25.	14	3				13	30	53	85.3	4					3	7	11.7	
	P	384	54	16	10	5	50.	26	5	8	10	26	11	65	151	87.2	5		10			6	22	12.7	
	P	269	56	13	9	5	55.6	23	5	11	8	18		37	104	75.4	3		6	11	3	9	34	24.6	
	P	203	54	20	12	3	25.	21	4	11	6	4	23	4	169	95.6	1	5				1	9	4.5	

COLORADO

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YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Completed	Number Reported	Number Failed	Semester Hours Passed In						Semester Hours Failed In						Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In						Total Semester Hours Failed	Percent Semester Hours Failed				
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin			Mathematics	Science	Spanish	Other Subjects								
1923-24	Albion	P	232	87	23	20	49	17	11	22	67	8	69	262	94.9	8	3	14	5.1	2	3	8	3	5	2	5	2	4	14	5.1		
	Alton	P	875	147	45	22	46	19	25	3	39	44	16	91	285	80.5	10	6	69	19.5	10	10	9	5	6	13	6	12	69	19.5		
	Community Consolidated	P	276	68	47	33	42	4	33	40	9	47	70	32	390	78.6	17	6	106	21.4	17	6	27	16	21	9	27	106	21.4			
	Eastern Military Academy	P	255	53	9	4	25	12	4	14	10	4	17	61	92.4	3	3	8	7.6	6	3	8	3	8	3	8	3	8	8	7.6		
	Asheville	P	357	74	22	18	41	11	19	3	12	39	7	61	136	82.7	8	7	29	17.3	8	7	7	5	6	8	11	29	17.3			
	Aurora-Shepherd Community	P	176	30	10	9	33	23	9	3	23	7	38	112	80.6	3	3	13	19.4	3	3	13	7	11	11	13	13	27	19.4			
	Aurora Township	P	226	40	12	6	33	22	4	3	3	5	3	15	29	100	0	0	7	3.1	0	0	0	0	0	0	0	7	3.1	3.1		
	Aspen Community	P	111	16	11	2	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Atlanta Community	P	126	21	4	2	100	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Aurora Township	P	189	26	11	7	1	14	3	13	4	11	10	47	106	98.1	2	2	8	4.2	2	2	2	2	2	2	2	2	8	4.2	4.2	
	Aurora Township	P	118	37	15	11	3	27	6	7	12	12	44	34	144	98.4	2	2	17	14.4	2	2	2	2	2	2	2	2	17	14.4	14.4	
	Aurora Township	P	1034	166	82	31	9	22	11	26	13	22	77	17	142	406	91.4	6	4	98	9.6	6	4	4	15	15	15	10	98	9.6	9.6	
	East	P	55	12	4	2	0	0	3	0	3	9	4	10	29	100	0	0	29	0	0	0	0	0	0	0	0	29	100	100	100	
	Jennings Seminary	P	606	111	36	28	6	21	4	43	6	61	51	6	108	391	90.9	9	8	29	4.7	9	8	2	2	2	2	8	29	4.7	4.7	
	West	P	106	16	8	5	0	0	13	4	0	13	4	23	56	100	0	0	56	0	0	0	0	0	0	0	0	56	100	100	100	
	Avon Community	P	89	22	8	6	0	0	11	2	10	23	26	72	100	0	0	72	0	0	0	0	0	0	0	0	0	72	100	100	100	
	Bartholomew Community	P	256	57	8	10	4	40	20	6	3	13	23	22	82	121	92.4	3	3	10	3.9	3	3	2	2	2	2	2	10	3.9	3.9	
	Batavia	P	372	52	12	10	4	40	33	7	16	4	13	35	143	97.7	8	4	30	8.1	8	4	4	14	14	7	4	30	8.1	8.1		
	Beardstown	P	853	74	53	28	9	34	67	10	28	82	59	9	144	369	87.9	8	4	30	8.1	8	4	4	14	14	7	4	30	8.1	8.1	
	Bellefonte Township	P	84	21	10	4	3	75	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Bellefonte Township	P	84	21	10	4	3	75	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Belvidere	P	441	73	10	11	4	36	21	12	4	7	13	20	4	160	92	3	3	10	2.3	3	3	3	6	6	4	13	8	3	3	
	Benton Township	P	179	44	11	4	1	25	9	8	7	5	8	16	61	96.8	2	2	2	1.1	2	2	2	2	2	2	2	2	2	2	2	2
	Benton Township	P	791	119	27	27	5	18	10	2	2	23	6	14	38	93.4	6	3	24	3.0	6	3	3	7	7	4	4	6	24	3.0	3.0	
	Blandville	P	1101	159	55	21	6	19	4	86	27	48	50	13	159	450	95.8	11	11	38	3.5	11	11	3	14	14	3	3	38	3.5	3.5	
	Bloomington	P	330	90	13	17	4	23	39	13	33	23	34	16	102	82.4	11	6	43	13.0	11	6	4	3	8	11	9	43	13.0	13.0	13.0	
	Blue Island Community	P	441	90	22	9	3	33	21	6	10	21	62	120	87	3	3	10	2.3	3	3	3	10	10	4	10	4	10	4	10	4	10
	Bridgeport Township	P	293	70	23	24	9	27	6	9	20	3	43	79	9	114	354	99.1	6	6	3	3	3	3	7	6	3	41	10.9	10.9	10.9	
	Cairo	P																														
	Calumet City	P	383	40	7	3	1	25	9	7	6	12	10	10	44	86.3	7	7	10	1.8	7	7	7	5	5	5	5	7	44	86.3	86.3	
	Cambridge	P	136	21	6	5	0	0	14	0	10	2	4	43	73	100	0	0	73	0	0	0	0	0	0	0	0	43	73	100	100	100

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NAME OF SECONDARY SCHOOL	YEAR	Public or Private	Total Enrollments	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed in							Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Percent Semester Hours Failed		
									English	French	History	Latin	Mathematics	Science	Spanish			Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects
Campton	1928-29	P	852	132	85	59	5	12.8	97	19	12	10	52	114	23	179	506	95.9	8	3	7	4	22	4.1				
Capron:																												
Boon-McHenry Township		P				1	1	100.								5	5	31.2	3				5	3	11	68.9		
Carlinville Community		P	232	68	23	13	4	30.8	30	20	35	4	21	25	4	16	165	85.1	9	4			9	7	29	14.9		
Carlyle		P	115	32	11	8	3	37.5	24	4	13		3	13		47	104	88.9	3				7	6	20	16.1		
Carthage		P	171	56	23	16	2	12.5	49	5	21	6	17	46	11	90	245	98.4					4	4	4	1.6		
Cassidy Township		P	317	117	37	23	10	35.7	70	8	15		22	25	4	233	377	90.	0				4	16	14	42	10.	
Cattlin Township		P	92	7	6	2	0	0	6				10			14	30	100.										
Centrella Township		P	793	156	44	46	9	19.6	155	32	36	12	44	111	17	199	576	95.5	1			3	8	9		7	27	4.5
Champaign		P	1138	189	115	74	39	52.7	215	65	72	4	115	59	44	356	910	77.9	54	16	7	51	31	32	68	259	22.1	
Charleston:																												
High School		P	337	36	22	26	4	15.4	63	7	20		29	8		139	256	94.7	4	2			8		1	15	5.3	
St. I. S. T. C. H. S.		P	230	47	32	34	8	23.5	98	15	22	6	22	20		125	307	98.6	7		7		7			21	6.4	
Chester Community		P				2	2	100.	3				5		4	11	23	67.6			3		4	4			11	32.4
Chicago:																												
Academy of Our Lady		Pr	350	75	51	23	1	4.3	61	36	21	3	13	25	19	75	238	97.7	3						3	6	2.3	
Academy of St. Scholastica		Pr	130	25	15	9	2	22.2	28	15	21		10	23	6	24	127	91.4	3				5	4		12	8.6	
Aquinas		Pr	233	42	30	17	7	41.2	58	12	15	4	11	24	4	82	210	79.8	9				4		9	12	53	20.2
Austin		P				68	29	42.7	150	43	61	8	163	156	23	260	940	83.7	25	13	7	11	34	42	16	23	176	16.3
Bowen		P	2777	166	41	44	17	59.6	141	39	37	73	131	26	175	622	87.4	6			3	4	39	19	19	90	12.6	
Calumet		P	3057	189	20	16	4	25.	53	8	32	4	19	32		60	208	91.2					6	5	3	20	8.8	
Carl Schurz		P	8532	396	106	102	32	31.4	340	84	77	5	200	253	53	416	1428	90.6	23	13		21	45	4	32	143	9.4	
Central Y. M. C. A. Day		Pr	273	26	15	7	3	42.9	24	7	7		2	15	4	18	77	81.9	3				5	9		17	18.1	
Central Y. M. C. A. Evening		Pr	920	55	30	31	15	49.4	68	13	18	43	36	7	98	233	69.7	12	8			51	29	23	23	123	30.3	
Chicago Training School		Pr	50	13	9	2	0	0	8				3			12	26	100.										
Convent of Sacred Heart		Pr	61	12	9	6	1	16.7	17	14	9	9	12			25	56	94.5	2				3			6	5.5	
Cranes Tech.		P	2733	142	70	80	23	23.8	222	45	55	13	209	224	9	350	1107	85.6	23	5	4	0	82	24	41	183	14.2	
De La Salle Institute		Pr	504	97	40	28	14	50.	76	9	32	7	42	30	11	49	305	80.5	6	4	4	4	17	16	24	74	19.5	
Englewood		P				53	23	43.4	128	39	51	8	99	129	16	200	680	82.5	22	7		42	27	8	33	144	17.5	
Faulkner School for Girls		Pr	83	17	16	12	1	8.3	54	12	26	6	32	4		26	140	95.9	3			3				6	4.1	
Fenger		P	2130	90	17	19	5	25.3	57	1	15	33	41	11	109	269	89.6					13	5	4	4	31	10.4	
Flower Tech.		P	829	40	13	6	1	16.7	23	16	11		8	4	15	82	95.3					4				4	4.7	
Francis W. Parker		Pr	171	41	35	22	9	40.5	56	32	40	5	10	45	10	60	258	84.9	9	6	3		3	17	4	4	46	15.1
Harrison Tech.		P	4395	273	115	79	19	24.1	277	49	128	10	56	276	7	346	1149	91.1	15	12	4		22	51	9	113	8.9	

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							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science					Spanish	Other Subjects						
1923-24	Uglin (continued)	P	1249	205	44	43	6	14.	106	27	33	7	91	101	6	247	634	95.	5.	34	10	2	9	18	9	6	8	8	11	11.2	96.8	3.2
	High School	P																														
	Stamurat:	P																														
	York Community	P	691	73	25	20	8	40.	62	16	41	8	20	22	9	72	260	82.5	17.5	55	7	18	9	16	7	16	6	6	6	6	6	
	Alwood Community	P	118	21	10	6	3	50.	15	7	2	5	6	16		29	79	90.8	9.2	1	8	3	4	1	4	1	4	1	4	1	4	
	El Paso Township	P	193	27	3	4	1	25.	11							37	83	88.3	11.7	7	7	4	4	4	4	4	4	4	4	4	4	
	Barde Township	P	163	19	7	8	1	12.6	51	13	4	9	19	19	41	117	91.4	8.6	11	3	6	6	6	6	6	6	6	6	6	6	6	
	Yreaston:	P																														
	Yreaston Township	P	2139	304	228	173	46	26.	494	211	111	157	346	488	130	644	2481	92.6	7.2	193	14	68	37	8	28	8	28	8	28	8	28	8
	Royceore	P	137	27	27	8	1	12.6	28	26	16	6	10	28		16	134	97.6	2.4	3	8	7	3	7	3	7	3	7	3	7	3	
	Fairbury Township	P														21	85	84.2	15.8	16	6	6	6	6	6	6	6	6	6	6	6	
	Fairview Community	P	107	15	1	1	0	0	1	2	4	3	4	4	2	16	100.	100.														
	Farmer City:	P																														
	Moore Township	P	189	25	7	3	0	0	9			10	8	4	16	47	100.	100.														
	Fisher Community	P	136	16	7	6	1	16.7	10	8		2	28		31	67	88.3	11.7	11	4	2	5	4									
	Flora:	P																														
	Harter Stamford Township	P	266	66	13	11	3	27.3	26	12	3	28	19	6	49	142	91.	9.	14	3	6	6	6	6	6	6	6	6	6	6	6	
	Freport	P	883	122	30	22	2	9.1	61	20	19	60	44	8	97	289	91.5	8.5	27	6	2	7	3	9	2	7	3	9	2	7	3	
	Philon	P	121	15	6	3	1	53.3	9	4	6	6	4	16	44	95.7	4.3	2	4.3	2	2	2	2	2	2	2	2	2	2	2	2	
	Galena	P	216	30	3	2	0	0	11	4	4	8	5	4	7	34																
	Galzburg	P	1562	230	70	72	10	13.9	163	60	65	65	125	170	78	324	1040	96.	4.	43	13	5	4	13	5	4	13	5	4	13	5	
	Galva Community	P	210	34	5	4	1	16.7	13	8	8	4	17	4	29	75	83.3	16.7	15	5	5	5	5	5	5	5	5	5	5	5	5	
	Geneseo Township	P	233	64	21	17	2	11.8	44	6	9	8	24	17	8	76	231	95.1	4.9	12	4	5	4	4	4	4	4	4	4	4	4	
	Genoa Community	P	224	43	15	16	4	25.	40	6	9	6	30	23	11	69	139	88.8	11.2	25	5	3	3	3	3	3	3	3	3	3	3	
	Genoa Township	P	123	21	9	8	0	0	14	8	3	17	45	17	45	88	100.			25	3	2	2	2	2	2	2	2	2	2	2	
	Georgetown Township	P	255	32	9	6	1	16.7	15	15	3	14	17	25	87	96.7	3.3	3.3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	Gibson City:	P																														
	Drummers Township	P	203	45	7	4	0	0	12	6		10	5	5	25	63	100.			26												
	Gillespie Community	P	405	53	20	11	4	26.4	30	13		25	34	8	44	134	85.6	14.4	26													
	Gilman Community	P	149	40	13	9	5	55.6	21	3	6	13	11		55	109	76.8	23.2	33													
	Glen Blinn:	P																														
	Glenhard Township	P	640	83	25	14	3	21.4	60	12	20	5	17	34	4	65	207	90.4	9.6	22												
	Godfrey :	P																														
	Monticello Seminary	P	86	13	15	15	3	30.	72	49	33		9	75	6	41	289	96.8	3.7	11												

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								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French			History	Latin	Mathematics	Science	Spanish			Other Subjects	
Lake Forest (continued):																												
		Pr	96	76	29	18	3	16.7	60	38	19	9	18	55	12	56	267	96.7	2			4	3	12	4.3			
		Pr	130	51	46	46	22	47.6	119	46	44	9	95	137	34	146	629	86.8	9	17	6	3	23	16	90	13.2		
La Salle:																												
		P	821	99	34	32	14	42.8	67	64	69	40	73			155	458	83.7	23	12	3	12	8	5	167	89	10.3	
		P	489	80	17	16	6	40.	34	8	3	35	52	5	75		192	79.6	12	3		7	16	9	47	20.5		
		P	149	17	16	12	1	8.3	33	9	29	3	13	21	75		183	96.9		4				4	8	4.2		
LeRoy:																												
		P				2	1	50.	3				3			17	23	74.2	3			5			8	25.8		
		P	241	82	17	17	3	17.6	84	7	16	5	36	33	15	85	231	93.9		4	4		4		3	15	6.1	
		P	119	32	9	2	1	53.	3	4	3		6	7	3	25	80.6	3						2	6	19.4		
		P	299	39	9	5	2	40.	14	10		8	6	7	24	69	87.3		3	4	8		3	4	8	10	12.7	
		P	676	99	43	31	4	12.9	111	36	27	9	74	47	31	136	471	96.6				6			8	3	17	3.6
Lisle:																												
		Pr	136	22	17	14	2	14.3	42	3	24	23	38	32		52	214	94.3				3		10		13	5.7	
		P	300	79	20	12	3	25.	41	15	8		26	26		58	174	93.		4				5		4	13	7.
		P	270	44	6	6	3	53.	15	4	13		2	17	22	73	79.3	3		3	2		3	8		19	22.7	
		P	75	16	8	5	1	29.	16	4		4	2	25	20	70	90.7	3					5		8	10.3		
		P	140	37	9	2	0	0	6	4			5		17	32	100.											
		P	171	21	6	4	1	5.	12	4	3	7	7		18	61	87.9	3			4					7	12.1	
Macomb:																												
		P	380	67	37	40	3	7.5	96	17	58		39	50		123	392	93.2	6	4	3	9		2	4	28	6.8	
		P	191	57	37	30	1	3.3	55	15	37	5	12	93	90		294	99.3						2		2	.7	
		P	75	15	2	2	0	0	9	8	6			5	4		34	100.										
		P	80	13	5	5	0	0	18			6	4	10	8	16	74	100.										
		P	188	34	12	13	8	30.	9	4	4	8	9	46	75		75	52.5	12	6	4	15		4	7	67	47.5	
		P	724	78	24	16	1	6.3	41	15	30		16	33	42	177	99.1				2					2	1.1	
		P	193	13	4	4	0	0	11			5	14	23		57	100.											
		P	308	76	17	3	0	0	11		5		5	3	13		42	100.										
		P	169	27	8	4	0	0	12	13	10		3	13	6	62	100.											
		P	471	105	52	43	21	45.8	104	28	22	3	43	54	8	200	459	81.5	19	4	3	41		12	3	22	104	13.6
Maywood:																												
		P	197	74	75	69	19	26.5	102	41	70	2	106	237		55	366	939	92.	17	16	7			4	22	82	9.
		P	99	22	4	2	1	59.	3				10			18	31	91.2	3							3	8.8	

ILLINOIS

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed In						Semester Hours Failed In						Total Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Passed	Percent Semester Hours Failed				
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin					Mathematics	Science	Spanish	Other Subjects
1924	Oranga Township High School	P	124	27	11	10	2	20.	56	9	20	22	28	115	50.6	3	5	3	1	12	9.4						
1925	Military School	Pr	95	23	13	7	2	23.6	17	4	10	6	12	19	63	43.4	3	5	5	6	36	24.6					
1926	Ottawa Township	P	825	73	20	13	1	7.7	42	30	12	8	22	65	206	95.9	2	3	3	3	9	4.2					
1927	Palatine Township	P	242	42	17	8	4	50.	20			2	17	23	99	82.5	8	2	4	9	21	17.5					
1928	Pan Township	P	390	74	35	22	4	10.2	64	20	29	37	87	8	217	95.2	3	4	3	3	16	4.8					
1929	Paris	P	634	127	26	27	7	28.9	69	30	11	14	56	81	244	93.4	8	7	3	5	41	10.6					
1930	Peoria Township	P	189	32	11	2	0	0	6	3	3	4	10	32	100.				2	14	9.7						
1931	Roxton Community	P	251	43	14	9	4	44.4	39	4	9	12	25	4	131	90.3			4	4	46	11.8					
1932	Peoria Township	P	668	97	27	25	10	40.	68	23	21	4	45	47	355	93.2	3	12	8	6							
1933	High School	P	1695	284	75	99	20	20.2	294	48	156	25	145	254	79	455	1415	13	4	5	7	20	6.5				
1934	Manual Training	P	1289	137	19	19	5	26.3	45		27	45	30	12	122	294	91.3	3	11	4	6	27	8.7				
1935	Peterburg	P	190	41	10	7	2	23.6	21		6	13	25		35	101	94.3				5	4	7	16	13.7		
1936	Findersville Community	P	219	43	26	19	13	68.4	26	10	20	7	44	3	49	159	70.4	21	3	2	3	20	13	67	29.6		
1937	Polo Community	P	218	31	12	8	5	52.5	19	8	11	6	10	50	104	95.2	3	6	3	1	21	15.8					
1938	Pontiac Township	P	374	53	18	11	2	18.2	36	22	18	4	16	25	5	178	95.2	4		3	8	9	8	9	4.8		
1939	Princeton Township	P	400	76	14	13	3	23.1	20	6	4	33	27	4	75	179	86.1	6	7	4	3	9	29	13.9			
1940	Quincy Senior	P	731	178	43	47	9	19.1	122	48	25	14	69	106	21	254	650	95.1	3	11	3	3	9	3	34	4.9	
1941	Ranoul Township	P	219	47	17	10	2	20.	22	10	10	5	11	24	57	140	93.3	2		3	4	10	6.7				
1942	River Forest	Pr	355	79	40	30	9	30.	100	91	69	8	30	84	8	55	445	95.3	1	4	3	5	5	4	22	4.7	
1943	Riverside	P	560	68	29	23	10	43.5	69	21	20	4	44	41	29	64	391	85.2	8	10	7	11	19	8	63	17.9	
1944	Robinson Township	P	469	92	29	22	2	9.1	59	6	13	3	34	45	8	116	234	95.3						1	5	1.7	
1945	Rockwell Township	P	246	47	8	9	2	22.2	18	5	7	15	9	12	44	110	95.4	8		8					9	7.6	
1946	Rock Falls Township	P	207	32	10	7	0	0	18	6	14	5	8	15	12	29	104	100.									
1964	Rockford Senior	P	1964	347	124	107	20	16.7	314	142	112	18	150	291	57	452	1806	93.9	18		3	27	21	3	29	95	6.1
	Rock Island																										
	Augustana Academy	Pr	50	9	9	6	0	0	8		18	4		11	40		81	100.						4		21	3.
	High School	P	974	208	62	47	5	10.6	129	37	50		91	102	12	255	485	97.	3		10		4		3	9	26.7
	Villa de Chantal	P	75	14	4	3	1	23.3	10	3	5		3	7		26	74.3		4				3		6	31	14.
	Shushville	P	232	82	23	13	3	16.7	55	9	16	5	14	30	10	72	190	96.	5		3		4		3		

INDIANA

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Paid	Summer Hours Passed in						Total Summer Hours Passed	Percent Summer Hours Passed	Summer Hours Failed in						Total Summer Hours Failed	Percent Summer Hours Failed										
								English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects	English	French	History	Latin			Mathematics	Science	Spanish	Other Subjects						
1928-29	Indiana																																
NAME OF SECONDARY SCHOOL																																	
Port Wayne (continued):																																	
P	South Side	P	1403	184	56	48	14	29.2	148	54	41	20	89	98	50	245	705	90.7	9		7		3		3		19	11	23	82	9.3		
P	Frankfort	P	555	93	26	24	8	33.3	61	29	27	29	53	6	138	343	86.6	12	5	3		16	3		16	3	9	7	23	53	13.4		
P	Franklin	P	300	56	23	18	5	44.4	80	33	33	3	48		74	208	79.1	9	11	12		2		2		12	8	5	22.9	55	22.9		
P	Garrett	P	310	61	14	9	1	11.1	26	11	6	9	20	20	5	27	123	96.3	2		3							1	6	4.7			
Gary:																																	
P	Emerson High	P	1217	244	37	32	0	25.	30	33	44	9	20	75	25	126	412	89.6	11	1	6		13	11		13	11		11	83	11.4		
P	Fresdal High	P	750	115	13	14	4	32.6	29	17	13	8	49		63	189	90.	3	4	5										4	21	13.	
P	Goshen	P	661	92	30	31	8	25.8	80	14	57	45	57	5	159	413	87.4	10	3	3		17	27		17	27		27	60	12.4			
P	Greensale	P	336	59	32	20	5	25.	84	31		10	20	19	8	114	296	80.2	9	5	3					5	5		5	31	9.8		
P	Grenfield	P	212	41	12	5	2	40.	12	5	12	5	19	8	27	76	91.6	3											4	7	8.4		
P	Hammond	P	1270	302	49	43	19	44.2	93	59	55	15	40	112	3	192	570	86.9	12	10	9		4		8	15		29	87	13.1			
P	Hartford City	P	355	68	15	18	4	22.2	59	35	25	11	25	15	8	92	262	89.7	10	4	4				5	2		4	50	13.3			
P	Elkhart	P	272	54	2	2	1	50.	6		4	5			11	26	73.6	3	4											7	21.2		
Iowa:																																	
P	Hove School	P	160	23	23	21	10	47.6	53	23	22	9	49	52	7	55	275	87.3	6	3	3		2		6	8		12	40	12.7			
P	Huntington	P	617	105	26	18	3	16.7	49	14	23	3	24	31	13	108	255	88.9	6						10	3		14	23	11.1			
Indianapolis:																																	
P	Arsenal Technical	P	5155	774	411	279	87	31.2	307	592	166	23	404	695	311	1231	4039	97.9	133	34	20				31	117		80	583	12.1			
P	Emmerich Manual	P	1990	295	56	51	15	28.4	152	48	35	3	86	113	33	294	769	91.9	26	10	3				9			20	68	8.1			
P	Shorthridge	P	2447	414	227	178	36	30.2	714	235	112	49	128	833	219	647	2555	93.3	35	3	16				25	57		8	43	196	5.7		
P	Tabor Hall School	P	154	26	33	24	4	15.7	74	66	29	19	15	65	3	71	339	94.4	3	6					3	2		2	20	5.6			
P	Kendallville	P	306	54	8	4	1	25.	15			4	12	3	20	54	86.7								3			6	1	9	11.3		
Kentland:																																	
P	Alexander J. Kent	P	291	20	4	4	3	75.	13			3	10		18	41	63.1	8	5								5	6	24	35.3			
P	Kokomo	P	1103	137	41	35	10	29.6	114	44	44	13	51	93	9	178	546	91.5	14	2					8			3	15	51	3.5		
Lafayette:																																	
P	Jefferson High	P	930	141	90	77	26	33.7	233	75	103	15	145	262	43	413	1332	91.9	18	9	3				16	38		3	26	113	8.1		
P	La Porte	P	814	136	27	24	6	25.	73	24	21	3	47	59	12	113	337	93.7	3						4	2		3	14	24	6.3		
P	Lebanon	P	716	76	17	11	3	27.3	45	2	22	11	12	14	10	40	155	87.6		4					5	3		3	7	22	12.4		
Liberty:																																	
P	Short High	P	138	30	10	4	1	28.	21	5	3		3		9	10	61	83.6											8	10	16.4		
P	Ligonier	P	150	22	8	5	2	40.	17	4		5	7		40	73	92.4		3										3	6	7.6		

INDIANA

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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INDIANA

YEAR	Public or Private	Total Enrollment	Number Enrolled College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In						Semester Hours Failed In						Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In						Total Semester Hours Failed	Percent Semester Hours Failed
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects														
Salem:																												
Salem-Washington Township	1	312	81	33	21	2	9.6	75	25	3	15	59	5	156	319	99.2												
Seymour:																												
Shields	2	464	77	16	10	2	20.	33		3	10	11	24	68	149	91.4	6											
Shelbyville	3	562	89	27	16	4	15.4	102	26	25	21	53	29	24	403	95.9	9											
South Bend:																												
Saylor	1	1279	305	83	73	20	27.4	111	67	78	133	198	37	394	1118	93.1	16											
Sullivan	1	467	76	18	8	2	25.	17	8	10	14	15		45	109	91.6	3											
Terre Haute:																												
Warfield	2	730	136	57	16	7	43.8	30	4	9	3	42	37	4	201	79.1	3											
Normal Training	2	113	26	17	5	2	40.	14	7	7	4	7	12	27	79	95.9												
Wiley	2	1036	262	96	38	23	60.5	49	25	34	5	76	90	5	486	77.9	20											
Tipton	1	335	51	5	3	1	35.3	13	3	3	8	5	5	12	45	90.2												
Union City	2	130	31	8	8	3	37.5	19	8	3	12	3	13	6	113	84.3	5											
Valparaiso	2	402	71	11	6	1	16.7	14	11	3	23	11	3	34	99	86.1	2											
Vincennes:																												
Lincoln	2	562	115	30	26	3	11.5	95	39	15	3	49	33	11	148	392	96.3	3										
Wabash	2	424	82	14	13	5	39.5	33	4	6	3	15	19	73	159	79.4	2											
Warsaw	2	373	70	23	15	3	30.	58	26	22	30	25	3	92	235	95.5												
Washington	2	502	76	17	15	4	25.7	43	15	13	5	13	49	14	60	211	90.6	2										
West Lafayette	2	231	41	35	26	10	38.1	64	18	30	77	79	6	160	434	87.7	13											
Whiting	2	521	64	22	12	4	35.3	47	8	13	3	14	36	14	36	170	95.5											
Winchester	2	190	27	12	9	2	22.2	34	11	7	5	6	5	5	135	94.4	4											
TOTAL		60540	10042	3332	8550	752	29.5	8092	2569	2354	706	3732	5717	1484	36931	89.1	822											

PER CENT OF SEMESTER HOURS
FAILED IN

IOWA

[illegible]

IOWA

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Paired	Semester Hours Passed In						Semester Hours Failed In						Total Semester Hours Passed	Percent Semester Hours Passed	Other Subjects	Spanish	Science	Mathematics	Latin	History	French	English																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
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IOWA

YEAR	NAME OF SECONDARY SCHOOL		Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed in										Semester Hours Failed in										Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed
	STATE	CITY							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects								
1929-30	INDIANA	Indianapolis	P	239	136	33	24	6	26.8	82	34	36	4	10	85	6	88	316	91.5	14	5	5	3	0	11	8	5	30	8.7			
		East High	P	95	144	45	37	5	13.5	112	53	71	46	56	14	149	501	92.3	17	5	5	3	0	11	8	5	42	7.7				
		West High	P	175	50	23	25	0	0	72	3	45	3	59	93	36	43	356	100.	17	5	5	3	0	11	8	5	42	7.7			
		South	P	282	81	15	8	0	0	24	8	12	29	45	116	100.	137	96.5	17	5	5	3	0	11	8	5	42	7.7				
		Warburg Normal Academy	P	72	37	15	9	1	11.1	27	11	36	68	137	96.5	137	96.5	17	5	5	3	0	11	8	5	42	7.7					
		Rebsburg City	P	439	87	22	22	8	36.4	45	43	44	54	53	39	39	277	83.7	17	5	5	3	0	11	8	5	42	7.7				
		Lincoln High School	P	203	37	9	6	0	0	22	5	9	4	9	80	24	91	100.	17	5	5	3	0	11	8	5	42	7.7				
		West Liberty	P	369	56	13	10	4	40.	24	3	13	36	37	135	84.7	135	84.7	17	5	5	3	0	11	8	5	42	7.7				
		Winnetka	P	214	29	7	3	0	0	6	10	8	10	13	47	100.	47	100.	17	5	5	3	0	11	8	5	42	7.7				
		Woodbine	P	214	29	7	3	0	0	6	10	8	10	13	47	100.	47	100.	17	5	5	3	0	11	8	5	42	7.7				
		TOTAL		80661	9563	2935	2167	479	22.7	8806	3837	3275	403	2823	5423	718	9644	30019	91.4	473	255	184	41	498	791	108	474	2015	8.6			

PER CENT OF SEMESTER HOURS
FAILED IN

KANSAS

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduates	Number Reported	Number Failed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed		
							English	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	History	Latin	Mathematics	Science	Spanish	Other Subjects						
1921-22	Abilene	P	237	88	22	14	6	42.9	40	11	19	50	11	76	187	82.7	6	3	6	14	12	89	17.3			
	Alma	P	129	25	2	2	8	100	3	8	5	28	8	9	117	66.7	3	10	17	13	6	13	43.5			
	Anthony	P	290	29	9	6	8	28	21	9	5	28	24	111	111	89.5	8	6	8	6	6	13	10.6			
	Arkansas City	P	696	166	59	49	13	25.6	155	104	96	103	88	619	87.9	21	16	20	16	21	109	14.8				
	Atma	P	232	34	14	9	1	11.1	23	5	8	17	50	123	93.9	3	8	6.1	8	8	8	8	6.1			
	Atchafalpa	P	183	29	16	10	1	10	26	3	18	16	20	76	156	98.1	8	3	1.9	8	3	3	1.9			
	Atchison:																									
	High School	P	790	98	58	33	8	15.2	137	81	90	25	86	92	826	95.4	6	3	4.6	6	4	30	4.6			
	St. St. Scholastica	Pr.	182	26	11	7	0	0	29	16	46	18	25	6	186	100										
	St. Benedict's Academy	Pr.	219	51	52	20	5	16.7	93	6	30	83	59	65	452	96.3	6	2	2.1		1	14	2.1			
	Atton	P	123	28	12	10	6	60	26	11	20	31	26	114	79.1	9	5	21.9	16	2	32	21.9				
	Augusta	P	246	49	16	12	2	16.7	29	6	32	36	61	153	86	6	3	15	3	5	27	15				
	Baxter Springs	P	256	38	11	9	5	59.6	17	8	3	23	33	89	63.6	7	6	36.4	18	4	51	36.4				
	Belleville	P	256	81	12	9	4	44.4	19	13	10	10	27	10	100	79.4	3	10	20.6	6	2	26	20.6			
	Beloit	P	301	68	9	10	3	30	26	8	20	4	9	27	46	100	3					2	15	9.7		
	Blue Rapids	P	138	26	6	3	0	0	9																	
	Bonnet Springs	P	196	26	5	5	0	0	23	10	16	5	9	6	1	72	100									
	Brooklin	P	137	34	18	12	6	50	28	8	10	18	15	41	122	78.6	8	5	27.4	5	10	23	27.4			
	Burlington	P	282	52	16	8	2	33.3	18	12	6	3	15	3	14	70	80.5	2	8	19.6	5	8	17	19.6		
Calwell	P	269	53	11	11	3	27.8	22	8	7	2	14	25	64	145	87.2	6	10	12.8	2	6	21	12.8			
Canty	P	216	42	13	10	4	40	24		11	39	22	49	148	83.8	6	10	16.2	5	8	28	16.2				
Cedarvale	P	154	43	9	8	2	40	9	3	7		29	49	69.6	6	6	20.4	5	3	7	21	20.4				
Chamite	P	504	108	40	16	3	18.8	89	15	19	28	12	71	216	90.8	4	6	9.2	3	2	22	9.2				
Chapman:																										
Dickinson Co. Community	P	256	47	7	4	2	50	3	3	3	11	22	42	42	66.7	3	5	33.3	13	13	21	33.3				
Cherokee:																										
Crawford Community	P	221	48	11	11	2	18.2	26	8	27	23	66	162	92.7	3	3	7.3	4		12	7.3					
Cherryvale	P	309	43	16	7	2	25.6	84	10	3	23	23	95	91.3	2	5	9.7	2		9	9.7					
Claiborn	P	228	17	4	1	1	100	2				8	10	83.8			16.7		2	2	16.7					
Clay Center:																										
Clay County Community	P	660	96	12	11	5	45.4	34	9	19	31	9	43	143	83.6	3	8	16.4	5	2	28	16.4				
Coffeyville	P	852	122	56	50	7	14	162	30	124	80	75	15	134	650	94.7	8	12	6.3		10	36	6.3			
Columbus:																										
Cherokee Co. Community	P	541	109	24	16	3	18.8	48	6	31	46	4	109	327	94.4	2	3	5.6		3	14	5.6				

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YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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YEAR		NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Paired	Semester Hours Passed In								Total Semester Hours Passed	Semester Hours Failed In								Total Semester Hours Failed	Percent Semester Hours Failed	
1929-30	STATE								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects		Percent Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish			Other Subjects
		Madison Lodge	P	169	27	8	7	2	23.6	19	5	8	3	5	19	5	33	94.1	5							6	6.9	
		Marion:																										
		Shawnee Mission	P	450	63	21	16	4	25	47	4	26	33	33	52	13	62	93.6	3	5			9	4		16	6.2	
		Hiltonvale	P	117	20	8	5	2	40	12	3	3	3	20	20	56	71	98.7	2						1	9	11.3	
		Minneapolis	P	193	32	8	6	1	16.7	14	4	2	10	18	5	30	83	92.2	5						4	7	7.8	
		Madasha	P	530	53	9	8	4	50	14	3	3	20	19	26	95	71.4	6					5	10	10	30	23.6	
		Pease City	P	125	26	3	2	1	50	3	3	3	3	3	3	5	11	42.3	2					3	5	15	57.7	
		Newton	P	634	126	40	40	11	27.5	109	6	62	5	25	98	43	204	89.6	5	3			5	14	4	35	10.4	
		Nickerson:																										
		Reno Community	P	177	47	16	8	3	37.6	24		3	20	40		28	115	91.3					5			6	9.7	
		Norton:																										
		Norton Community	P	314	53	11	6	1	16.6	19			3	19	11	33	85	96.6								2	3.4	
		Oberlin:																										
		Decatur Community	P	253	45	9	7	2	23.6	17	5		5	15	10	8	39	95.2	6							1	6.5	
		Olatche	P	227	56	25	17	4	23.6	46	23	25		26	32	64	216	86.4	6	5			5	12	3	24	13.4	
		Omaha	P	128	37	9	6	2	40	13	9	5	13	5	5	25	70	86.4					5		4	11	13.6	
		Ossawatimie	P	302	48	11	8	4	50	14	3	3	3	20	5	42	92	78.6	9	4					3	1	25	21.4
		Osbome	P	214	42	11	13	3	23.1	36	15	5	17	24	79	176	87.5	3	5			5	4	5	5	5	28	12.5
		Oswego	P	162	45	5	6	0	0	22	10	5	7	10	39	58	100											
		Ottawa	P				25	7	23	99	25	36	6	78	125	30	78	476	92.1	16	5	3		9	5	1	41	7.9
		Paola:																										
		High School	P	256	57	14	8	3	37.6	16	13		12	25		42	108	90.8	2							11	9.2	
		Urmeline Academy	P	60	11	5	2	0	0	8	5		5	5	4	7	32	100										
		Parsons	P	640	165	93	68	22	32.4	247	63	101	86	70	60	194	821	88.7	30	3	25		10	6	22	105	11.3	
		Pease Rock	P	94	14	11	11	0	0	40	12		14	25		83	174	100										
		Peabody	P	164	37	6	5	1	20	13	7		12	5	40	77	97.5	2								2	2.5	
		Phillipsburg	P	132	27	9	4	0	0	14	3	6	6	5	8	24	70	100										
		Pittsburgh:																										
		High School	P	764	143	65	69	4	5.9	179	23	74	99	189	10	493	1067	97	3				3	20	7	38	5	
		State Teachers College H.S.	P	136	39	22	23	1	4.5	63	3	15	23	67	3	167	351	98.9							2	4	1.1	
		Plains Consolidated	P	107	26	3	4	0	0	12	6	6	6	8	8	23	60	100										
		Pratt	P	278	67	32	27	10	37	76	15	17	3	45	35	5	151	85.7	17	8			11	9	5	11	14.3	
		Rossville	P	108	22	3	2	0	0	7	10		6	6		11	35	100								6		
		Russell	P	200	22	10	6	1	12.5	22	10	14	3	21	4	39	112	94.9	3								5.1	

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YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In								Semester Hours Failed In								Total Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Passed
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects			
1920-21	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1921-22	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1922-23	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1923-24	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1924-25	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1925-26	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1926-27	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1927-28	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1928-29	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1929-30	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1930-31	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1931-32	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1932-33	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1933-34	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1934-35	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1935-36	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1936-37	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1937-38	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1938-39	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1939-40	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1940-41	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1941-42	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1942-43	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1943-44	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1944-45	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1945-46	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1946-47	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1947-48	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1948-49	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1949-50	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1950-51	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1951-52	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1952-53	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1953-54	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1954-55	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1955-56	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1956-57	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1957-58	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1958-59	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1959-60	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1960-61	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1961-62	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1962-63	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1963-64	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1964-65	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1965-66	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1966-67	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1967-68	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1968-69	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1969-70	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1970-71	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1971-72	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1972-73	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1973-74	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1974-75	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1975-76	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1976-77	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1977-78	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1978-79	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1979-80	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1980-81	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1981-82	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1982-83	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1983-84	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3	3	10	4	25	26.6		
1984-85	St. Mary's	P	136	43	13	6	2	33.3	11	4	1	3	5	21	29	69	73.4	8	3	3							

PER CENT OF SEMESTER HOURS
FAILED IN

MICHIGAN

YEAR	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Passed	Percent Passed	Semester Hours Passed In						Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In						Total Semester Hours Failed	Percent Semester Hours Failed
1923-24								English	History	Latin	Mathematics	Science	Speech	Other Subjects		English	History	Latin	Mathematics	Science	Speech	Other Subjects	
Oldsboro	P	277	41	6	4	1	28.5	3	4	4	7	4	4	33	60	95.2	2						5
Orond Haven	P	585	49	15	16	3	13.8	45	4	30	12	49	4	92	286	96.2			4			6	10
Grand Lodge	P	881	43	15	13	4	30.8	29	4	4	10	37	89	173	85.1		4		8	12		4	23
Grand Rapids:																							
Boys' Catholic Central	Fr.	287	49	24	13	9	50.1	26	8	17	20	36	8	83	210	76.6	19	4	8	10		19	64
Central	P	1826	176	100	76	21	27.6	210	72	98	70	115	48	435	1086	95.1	16	16	8	12	7	20	94
Christian	Fr.	322	73	26	4	1	25.1	11	13	9	8	8	8	20	61	93.9			4				4
Grand	P	1263	89	20	19	4	22.2	41	8	35	4	28	27	81	254	89.1	3	4					
Girls' Catholic Central	Fr.	274	56	24	17	6	32.3	60	11	24	4	43	8	86	240	86.3	3	3	12	8		4	29
Marywood Academy	Fr.	64	18	9	5	1	20.1	21	13	6	3	8	4	46	97	97.1	5						3
Mt. Mercy Academy	Fr.	67	16	7	3	1	33.3	9	3	3				27	46	88.5							6
Ottawa Hills	P	1334	136	90	66	28	42.4	162	56	108	3	101	39	314	808	80.9	42	13	24	24		72	192
South	P	2012	197	69	62	19	30.6	154	59	102	8	54	27	305	845	89.5	21	7	13	19		26	99
Union	P	1333	209	80	24	6	25.6	66	16	80	80	62	4	133	321	89.7	6	4	4	7		16	37
Greenville	P	314	53	24	14	0	51.9	28	4	27	8	103	240	100.									
Grosse Pointe	P	903	48	19	16	6	37.5	45	11	33	7	31	55	11	54	247	88.5	3	4	17			32
Halway	P	172	5	1	1	0	0	5	4	4					15	100.							
Hastings	P	1829	60	32	24	10	41.7	62	8	3	68	98	119	369	89.5	9	4	8	4		8	1	42
Hastings	P	245	64	14	3	0	0	5	4	7					45	100.							
Harbor Beach	P	139	24	10	6	1	16.7	23			15	43	25	111	98.2			2				2	1.8
Harbor Springs	P	146	33	8	10	1	10.1	31	12	11	19	12	4	60	149	94.9						4	8
Hart	P	221	44	20	9	2	22.2	17	3	4	24	55	30	133	94.3	3	4					1	8
Hart	P	131	13	1	3	0	0	9	3	3	4	14	21	54	100.								
Hartford	P	471	83	34	16	2	12.5	51	4	20	24	57	122	278	96.2							3	11
Hastings	P	273	23	5	1	0	0	5	3						15	100.							
Hazel Park	P	1348	232	97	88	14	15.9	276	123	207	9	159	395	26	177	1342	95.7	6	16	6	15	17	60
Highland Park	P	565	82	36	29	8	27.6	121	40	13	5	118	30	76	409	90.3	24				10	6	44
Hilledale	P																						
Holland:																							
Christian	Fr.	146	24	11	1	1	100.	3	5						10	59.8	2						7
High School	P	582	121	61	47	16	34.1	169	76	81	14	59	84	4	254	731	89.5	31	10	6	14	15	86
Holly	P	116	30	14	4	0	0	10	7		6	13		24	60	100.							
Houghton	P	286	66	36	11	5	46.5	29	12						148	83.3							26
Hosell	P	214	77	27	13	2	15.4	50	8	12	8	36	12	43	139	94.	4						12
Hudson	P	254	39	10	3	2	68.7	3	4		3				13	37.6	10						17

MICHIGAN

YEAR

1928-29

STATE

Michigan

NAME OF SECONDARY SCHOOL

YEAR		1929-30		STATE		Michigan		NAME OF SECONDARY SCHOOL		Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Passed	Percent Passed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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										P	106	29	15	9	0	0	127	4	8				72	15	4	40	129	100.							19	6.4					7	2.7																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
										P	313	76	24	19	3	15.9	62	16	22	4			23	71	16	103	32.	94.6																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

MICHIGAN

[illegible]

PERCENT OF SEMESTER HOURS
FAILED IN

MINNESOTA

[illegible]

YEAR

1928-29
STATE
Missouri
NAME OF SECONDARY SCHOOL

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In							Total Semester Hours Failed	Percent Semester Hours Failed
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects							
1928-29	Higginville	P	158	40	10	8	2	26.	17	10	2	13	15	5	27	102	86.4	8	6	3	16	13.6											
	Hollister:	Pr.	164	33	5	6	1	16.7	14	2	11	4	9	6	21	93	94.3	5		6	6	5.7											
	Huntsville	P	118	16	4	3	0	0	9		9		18	10	4	50	100.																
	Independence:																																
	William Christian H.S.	P	637	140	42	30	7	23.3	104	22	61	15	67	45	81	395	89.	5	10	15	49	11.											
	Jackson	P	320	43	22	17	7	41.2	45	10	22	23	39	5	63	217	86.6	6	4	11	26	14.2											
	Jefferson City:																																
	High School	P	432	108	43	16	3	20.	38	4	21	6	19	30	13	107	93.3	3	4	4	17	6.7											
	Lincoln University	P	163	44	21	15	1	6.7	39	25	36	3	11	48	59	220	98.7	3			3	1.3											
	Joplin:																																
	Senior High	P	969	234	69	56	15	27.3	74	60	36	3	64	149	72	761	1809	94.6	21	10	6	69	5.4										
	Kansas City:																																
	Central	P	1843	410	157	152	28	18.4	642	156	283	15	169	532	112	397	2176	94.	24	21	15	138	6.										
	Country Day School	Pr.	36	9	7	8	3	37.6	21	9		12	11	28	5	39	125	93.3	2		4	2	9	6.7									
	East High	P	1015	149	29	22	4	18.2	81	33	59	24	38	9	47	231	92.4	6		6	24	7.6											
	Lincoln	P	1178	183	46	33	9	27.3	103	16	53	7	32	10	140	561	83.9	9	2	28	69	16.1											
	Loretto Academy	Pr.	114	24	15	11	3	27.3	34	20	14	26	3	25	3	27	162	86.9	5	8		23	13.1										
	Manual Training	P	1292	232	68	39	11	23.2	119	37	76	3	20	61	53	99	498	89.1	18	9	8	67	11.9										
	Northeast Senior	P	1637	390	116	83	32	34.4	239	76	132	15	66	256	23	319	1183	87.6	34	40	10	169	12.4										
	Pasco	P	2081	227	113	59	22	37.3	186	66	68.	4	99	99	37	181	737	89.3	11	13	13	98	11.7										
	Rockhurst College Academy	Pr.	368	53	36	27	9	33.2	67	46	9	32	51	84	6	41	338	91.7	17	16	3	76	18.3										
	St. Teresa Academy	Pr.	50	8	7	1	0	0	3				6	5	2	15	100.																
	Southeast H.S.	P	1366	178	138	120	27	22.6	403	241	152	9	120	325	128	367	1750	92.6	15	15	11	142	7.5										
	Sunset Hill School	Pr.	62	16	14	9	4	44.6	26	12	9	6	15	20	9	34	131	90.4	3	3		14	3.6										
	Westport Senior	P	1702	384	187	164	21	13.6	534	189	254	18	173	610	142	496	2316	96.3	14	8	15	89	2.7										
	Kennett	P	173	35	9	9	2	22.2	53	16	8	3	6	27	5	43	130	90.3	3			1	9.7										
	Kidder:																																
	Kidder Institute	Pr.	51	9	8	1	0	0	2		2	2	2			8	100.																
	Kirkville :																																
	Senior High	P	296	107	61	53	13	24.6	94	6	34	17	32	5	209	465	91.4	15	2	5	44	8.6											
	Kirtwood	P	428	49	20	12	7	49.3	27	10	20	9	6	20	3	33	130	82.4	5	3	6	59	27.6										
	Lebanon:																																
	Wallace Memorial	P	371	88	23	8	0	0	25	6	5	5	21	5	47	114	100.																

MISSOURI

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Paid	Summer Hours Passed In								Second Hours Passed In								Percent Summer Hours Passed	Total Summer Hours Passed	Percent Summer Hours Passed	Total Summer Hours Passed	Percent Summer Hours Passed			
							English	French	History	Latin	Mathematics	Science	Spanish	Order Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Order Subjects								
1922-23	Lexington	P	184	41	11	9	1	11.1	23	2	15	20	87	5	22	11.2	93.7	6	6	2	21	6	6	6	5	4.3	5	4.3		
STATE	High School	P	116	29	23	17	10	59.6	56	29	29	23	43	20	28	192	77.4	14	8	6	21	6	6	6	26	22.6	26	22.6		
MISSOURI	Wentworth Military Academy	Pr	208	69	27	22	10	31.3	104	24	44	8	72	23	122	436	97.4	7	9	13	22	12	12	12	62	12.4	62	12.4		
	Liberty	P	258	30	16	12	3	25	30	39	11	5	37	48	164	49.1	49.1	7	4	4	4	4	8	8	25	10.8	25	10.8		
	Macon	P	254	96	28	17	2	11.7	88	19	24	4	23	17	80	247	96.1	7	4	3	2	2	6	6	10	3.8	10	3.8		
	Maplewood	P	369	59	36	29	8	22.2	78	48	41	9	28	36	128	422	95.8	15	6	3	7	7	6	6	43	7.8	43	7.8		
	Marshall	P	330	51	36	26	11	31.4	63	16	42	3	61	6	107	334	91.6	10	2	6	20	20	20	20	29	6.5	29	6.5		
	Marville	P	115	12	4	4	0	0	7	2	10	5	5	5	12	36	100	31.2	5	5	5	5	5	5	5	8.8	5	8.8		
	Teachers College High School	P	170	28	4	1	25	12								52	91.2													
	Memphis	P	22	6	2	1	0	0	3							16	100													
	Marion	Pr	599	77	27	24	6	23	72	59	16	3	76	60	124	382	93.8	28	3	3	10	10	10	10	25	6.7	25	6.7		
	Hardin College	P	174	49	27	23	16	89.1	29	8	8	9	23	8	91	173	98.8	60	10	8	20	20	20	20	123	41.6	123	41.6		
	High School	Pr	593	99	32	27	4	14.8	76	79	57	3	21	46	53	409	96	3	9	9	6	6	6	6	17	4	17	4		
	Missouri Military Academy	P	282	60	29	24	4	15.4	63	64	30	12	53	13	63	365	93.4	6	10	8	8	8	8	8	20	7.6	20	7.6		
	Moberly	P	179	34	8	6	2	35.2	16	8	3	5	10	20	20	23	94.5	6	2	2	4	4	4	4	1	12.5	1	12.5		
	Mount City	P	49	9	7	5	2	40	20	6	6	38	27	14	27	71	97.7	6	6	6	6	6	6	6	10	10.2	10	10.2		
	Nebraska	Pr	344	84	23	19	7	46.7	47	8	16	20	27	14	48	182	98.8	6	6	6	18	18	18	18	41	17.0	41	17.0		
	Cotton Junior College Acad.	P	135	26	10	6	0	0	22	6	6	8	8	7	14	94	100													
	Senior High	P	246	48	16	11	1	9.1	32	21	11	6	37	8	96	109	95.6	3	3	3	28	28	28	28	8	4.8	8	4.8		
	Palmyra	P	237	33	17	11	8	73.7	31	5	5	29	26	4	31	180	68.1	3	3	3	16	16	16	16	26	21.9	26	21.9		
	Richmond	P	213	49	12	12	0	0	56	18	6	4	21	21	78	183	100													
	Rolla	P	400	62	18	28	6	21.4	93	55	20	23	42	34	84	294	82.1	9	9	9	9	9	9	9	24	1.9	24	1.9		
	St. Joseph	P	1524	284	104	82	20	24.6	246	69	74	3	73	230	270	1125	91.1	28	21	27	27	27	27	27	111	3.6	111	3.6		
	St. Louis	P	512	58	28	17	4	23.6	60	29	11	9	45	6	82	275	88.1	5	5	5	6	6	6	6	29	11.9	29	11.9		
	St. Joseph	Pr	70	4	4	4	0	0	12	3	12	12	12	34	50	71	100	3	3	3	3	3	3	3	3	10	3	10	10	
	Academy of Sacred Heart	Pr	60	16	14	13	3	23.1	29	9	30	00	50	6	47	190	90	28	21	27	27	27	27	27	11	3.6	11	3.6		
	Academy of Sacred Heart	Pr	154	24	14	11	5	48.5	26	21	11	9	3	19	6	63	146	97.4	6	6	6	6	6	6	6	24	12.6	24	12.6	
	Academy of Visitation	P	2728	233	63	58	13	23.6	122	61	63	23	174	27	221	799	98.4	12	9	9	9	9	9	9	24	7.6	24	7.6		
	St. Louis	P	2728	233	63	58	13	23.6	122	61	63	23	174	27	221	799	98.4	12	9	9	9	9	9	9	24	7.6	24	7.6		

MISSOURI

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MONTANA

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MONTANA

YEAR	NAME OF SECONDARY SCHOOL		Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In						Semester Hours Failed In						Percent Semester Hours Passed	Semester Hours Failed In						Total Semester Hours Failed	Percent Semester Hours Failed
1928-29.	STATE									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Percent Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Percent Semester Hours Failed	
	Montana	Kellsell:	P	667	99	13	15	5	33.3	34	6	14	17	12	32	5	84	204	86.	8	8	5	10	14		4	36	15.		
		Flathead County High School																												
		Lewistown:	P	626	98	29	27	8	29.6	67	23	26	5	48	85	17	137	413	91.6	8	5		15	5	4	1	33	8.4		
		Pergma County High School																												
		Libby	P	172	17	4	3	1	33.3	9				10	8		17	44	93.6							3	3	6.4		
		Livingston:																												
		Park County High School	P	320	51	16	14	5	36.7	53	4	16	10	19	47	5	50	204	87.6			4	5	10		6	29	12.4		
		Malta	P	171	19	6	4	1	26.	8		18		5	8	5	16	60	90.9							1	6	9.1		
		Unlue City:																												
		Custer County High School	P	602	113	22	19	5	31.6	63	20	36	13		53	20	59	264	88.6				1	4	15	4	10	34	11.4	
		Missoula:																												
		Missoula County High School	P	970	164	95	73	5	6.8	169	156	106	6	133	275	38	237	1122	97.3		3			19	3		25	2.2		
		Phillipsburg:																												
		Granite County High School	P	94	20	9	6	2	33.3	18		18		5	13	4	23	91	90.1		5			8			10	9.9		
		Plentywood	P	169	24	19	13	2	15.4	41	4	33	9	63	8	40	193		97.1		6						6	2.9		
		Red Lodge:																												
		Carbon County High School	P	244	54	19	9	2	22.2	21		6	5		42	5	79	157	92.9							2	12	7.1		
		Roundup	P	279	46	10	11	6	54.5	19	4	16	5	6	45		72	166	91.2		13					3	16	8.8		
		Shelby	P	125	19	4	3	0	0	8	5	5	8		19		7	49	100.											
		Sidney	P	225	23	4	4	0	0	9	5	25		6	8		27	59	100.											
		Townsend:																												
		Broadwater County H. S.	P	90	20	12	8	1	12.5	25	13	14	12	23		45	132	96.4					5				5	3.6		
		Whitefish	P	204	31	17	12	4	33.3	39	8	12	10	30		92	198		93.3		103	39			19	6	25	11.7		
		TOTAL		13747	2828	752	609	130	21.3	1730	569	936	109	727	2147	283	2753	9543	93.3	103	39	50	1	137	206	36	97	669	6.7	
		PER CENT OF SEMESTER HOURS FAILED IN																	12.4	6.8	5.1	0.9	15.9	8.7	11.3	3.4				

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CRAB

STATS

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Nebraska
NAME OF SECONDARY SCHOOL[illegible]

Now Mex100

NAME OF SECONDARY SCHOOL

NEW MEXICO

NORTH DAKOTA

[illegible]

NORTH DAKOTA

[illegible]

OHIO

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Expected	Number Paid	Summer Hours Paid In							Summer Hours Paid In							Total Summer Hours Paid	Percent Summer Hours Paid	Other Subjects	Total Summer Hours Paid	Percent Summer Hours Paid																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
								English	French	History	Latin	Mathematics	Science	Speech	Other Subjects	English	French	History	Latin	Mathematics	Science						Speech																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
1922-23	Bluffton:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																</

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THE NORTH CENTRAL ASSOCIATION QUARTERLY

549

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Paid	Semester Hours Passed In							Semester Hours Failed In																	
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Passed	Percent Semester Hours Passed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Semester Hours Failed	Percent Semester Hours Failed					
OHIO																															
Columbus (continued):																															
	North	P	1744	494	575	217	77	35.5	475	133	165	13	103	559	60	806	2303	89.1	56	40	25	28	91	13	62	312	11.9				
	St. Joseph Academy	Pr	155	32	6	5	5	100.	7	3			7		5	22	59.6	7		10	3	7	8	25	61.4						
	South	P	1421	186	130	45	14	31.1	97	23	56		27	123	26	174	504	90.7	5	4	7	11	13	12	52	9.3					
	Upper Arlington	P	537	24	17	15	4	26.7	42	21	16		11	30	19	47	195	94.4						3	8	11	5.6				
	Conestoga	P	478	81	82	12	3	25.	30	15	11	3	18	40	6	40	187	89.8	4			4	9		4	21	11.5				
	Cadocott	P	634	103	24	17	5	23.4	29	10	15		27	46	7	91	225	82.4	12	3	6	11	12		4	49	17.6				
	Dwight	P	162	29	15	8	3	20.	12	11	4		4	7	5	29	74	94.9					4			4	5.1				
	East	P	246	39	4	3	40.	11	6	5	10	5	3	10	25	70	82.2	3	3	2		4			1	13	17.8				
	East	P	744	107	19	15	10	46.7	22	8	15	3	10	15	13	69	154	67.2	21	14	3	10	14	7	6	75	32.9				
	Dayton:																														
	Fairmont	P	310	39	8	5	2	40.	6				15	22		54	99	85.2	5			11			1	17	14.9				
	Fairview	P	421	54	12	3	2	66.7	10	3	3	3	13		11	45	69.4				17			2	19	37.6					
	Gabriel	P	408	54	37	26	7	26.9	82	31	27	13	33	82	32	131	401	96.2				2	7		7	16	3.8				
	Steele	P	1899	374	98	92	16	17.4	264	115	117	23	156	198	59	356	1239	92.4	10	4	3	4	29	26	20	106	7.6				
	Stivers	P	1276	348	40	42	7	15.7	135	27	33	12	129	148	28	158	654	95.8	5	3		11			11	20	4.4				
	University of Dayton H. S.	Pr	111	102	59	55	19	34.5	181	2	72	28	133	173	39	148	827	89.	8	7		41	24	6	16	102	11.				
	Defiance	P	476	96	21	26	3	11.5	75	37	21		41	82	9	154	429	93.9	6	3	3			7	9	23	6.1				
	De Graff	P	162	19	6	4	0	0	12	3	3	3	3	5		27	51	100.													
	Delaware	P	462	75	28	27	5	19.5	66	61	37	3	15	46	17	141	376	94.9	3		3	3	8		3	20	5.1				
	Delphos	P	363	48	10	9	1	11.1	23	4	6	7	6	35	4	32	119	97.5	5							3	2.6				
	Dennison	P	401	41	7	3	0	0	9	3	3		7		7	13	35	100.													
	Dover	P	402	68	14	10	1	10.	25	10	9	4	7	10	11	69	155	97.3			3				3	3	2.2				
	Dresden:																														
	Jefferson	P	144	36	9	8	5	62.5	19		10	3	11		45	88	76.5	3			4	3		3	17	27	23.5				
	East Cleveland:																														
	Shaw	P	1394	274	157	121	31	25.6	477	143	212	40	169	265	65	531	1800	93.8	12		26	6	15	54	9	23	126	6.2			
	East Columbus:																														
	St. Mary of the Springs	Pr	113	31	19	5	4	80.	10	3			7		7	17	39	66.3			2		7	3	6	19	23.7				
	East Liverpool	P	1061	147	35	24	10	14.7	49	16	20	4	16	71	3	150	309	88.3	10	12	6		9	13	7	62	16.7				
	East Palestine	P	304	51	13	7	1	44.3	18	6	7	6	9	16	9	23	94	83.7	3						3	12	11.3				
	Easton	P	126	40	12	11	4	36.4	20	8	23	4	10	22	4	52	144	90.6	3					5	6	1	15	9.4			
	Elyria	P	1325	146	28	23	4	17.4	65	41	35		38	18	12	132	321	94.3				6	10		5	20	8.7				

YEAR

1920-1922
STATE

CATE

0210

NAME OF SECONDARY SCHOOL

Student:	FR	125	26	20	12	8	16.7	33	35	13	10	14	26	3	43	132	96.8		6	3.2
Western Reserve Academy																				
Buntsville:																				
McArthur-SantaVile	P	92	17	5	2	0	0	5	4						16	23	100.			
Aron	P	95	13	4	3	0	0	11	8	3	.3	11			12	43	100.			
Denton	P	614	101	36	23	6	24.1	69	30	16	3	19	49	125	300	91.7	5	6	2	27
Jackson:																				
Kinnison	P	391	88	18	12	1	8.3	28	19	21	7	6	44	4	61	190	99.4			2
Lent:																				
Theodore Roosevelt	P	203	51	19	15	6	40.	32	7	15		5	83	5	49	195	84.1	20	4	27
State	P	219	43	13	10	2	20.	30	16	33	3	4	39	32	156	96.1	4		8	1
Sarton	P	554	86	17	13	1	7.7	33	11	10	3	8	49	5	67	186	98.5	3		8
Laewood	P	1902	459	210	174	33	21.9	567	221	289	19	199	446	168	759	209	92.4	24	3	213
Wasseler	P	680	98	29	17	5	23.4	41	8	11	17	31	9	116	233	95.5	10	4	2	19
Le Roy	P	59	19	4	3	1	33.3	4			3	4	4	18	33	71.7	3	3	4	13
Lewisburg:																				
Lewisburg-Harrison	P	148	23	14	11	1	9.1	35	11	16	7	17	15	56	156	87.6			4	2.4
Liberty Center	P	160	30	8	5	1	20.	11	4	4	10	15		31	75	94.9	3	1	4	5.
Mia.																				
Central	P	1091	150	59	40	4	10.	99	47	23	7	123	130	23	165	617	97.3	2	3	17
South	P	729	100	11	7	0	0	17	3	11	15	27	10	48	128	100.			2	2.7
Liebon																				
David L. Anderson	P	305	68	21	9	0	0	22	12	10	4	8	22	65	143	100.				
Lockland	P	221	43	16	4	1	25.	2	6	6	13			30	57	95.	3	3	3	3
Logan	P	314	90	18	16	8	53.3	32	4	6	17	21		108	198	83.9	3	10	15	5.
Landon	P	230	72	26	17	2	11.5	36	25	17	11	25		81	238	95.4	3	8	11	36
Lorain	P	1448	256	78	52	11	21.2	127	25	79	6	79	135	40	232	744	92.9	12	3	68
McCab	P	170	32	11	11	2	18.2	25	21	18	3	10	38	39	144	95.4	6	1	7	4.5
McComalsville																				
McConnellsville	P	234	49	20	7	3	45.4	14	8		10	34		40	105	88.6	3	11	18	14.5
Madison:																				
Madison Memorial	P	186	39	8	7	2	19.6	22	9	11	3	20		35	100	92.5		1	6	7
Hansfield	P	908	117	20	22	6	27.5	53	33	8	19	27	49	18	105	329	92.5	3	6	26
Marshall	P	441	173	74	64	12	15.3	173	67	91	13	59	213	66	137	854	91.7	6	9	77

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours Passed	Percent Semester Hours Passed	Other Subjects	Total Semester Hours Failed	Percent Semester Hours Failed		
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science						Spanish	Other Subjects
1928-29	Stiles.	P	358	79	21	19	6	27.0	38	7	9	25	27	6	147	259	91.6	4	3					7	24	6.5		
	Modley	P	140	34	12	6	2	23.2	17	4		6			37	85	60.7	2						5	13	12.3		
	North Baltimore	P	346	68	20	17	1	5.9	46	30	18	24	61	10	77	274	90.6							4	4	1.4		
	Norwalk	P	725	122	37	29	9	31.	67	35	18	3	162	147	6	122	554	91.1	5	3				6	54	6.9		
	Norwood	P	262	47	17	14	2	14.3	42	4	20	40	83	4	79	227	97.4							6	6	2.6		
	Oak Harbor	P	498	64	40	23	12	42.9	62	50	7	26	29	43	116	348	80.8	10	20					13	94	19.2		
	Oberlin	P	387	58	19	16	4	25.	54	15	9	19	20	38	53	294	91.9	9						3	20	5.2		
	Orville	P																										
	Osborn	P	147	29	6	3	0	0	8	4		10	4	5	18	49	100.											
	Sack Township	P																										
	Oxford	P	109	55	10	10	3	19.3	42	34	20	6	26	40	4	73	245	96.							1	13	5.	
	William McGuffey	P																										
	Palmsville:	P	537	107	34	27	5	22.2	76	33	23	6	21	70	13	127	354	91.0	3	3					3	34	6.1	
	Harvey	P																										
	Pandora:	P	136	25	10	7	1	14.3	14	3	3	6	21		36	86	96.6								3	3.4		
	Riley Township	P	129	14	6	3	1	33.3	9	3	2	3	13	17	17	47	97.9								1	1	2.1	
	Perry	P	260	40	11	9	3	33.3	23	7	3	7	29		46	115	84.6								8	21	15.4	
	Perryburg	P	533	92	29	21	2	9.5	79	24	13	6	24	45	18	119	333	99.							3	1	7	2.
	Piqua	P	78	17	4	4	0	0	12	3	9	19	43	3	50	113	94.4								1	9	5.6	
	Plain City	P	265	61	20	11	4	36.4	25	4	9	19	43	3	50	113	94.4								1	9	5.6	
	Pomeroy	P	228	51	20	18	8	44.4	43	21	17	10	17	44	76	223	86.3								6	27	13.7	
	Port Clinton	P	1098	117	43	37	9	24.3	97	32	19	21	114	25	192	601	92.6								9	40	7.4	
	Portsmouth	P																										
	Revere:	P	365	63	28	19	6	21.6	63	18	10	4	10	40	11	104	250	83.1							14	35	11.9	
	Revere High School	P	95	20	6	3	1	33.3	6	8	2	6	14		7	43	95.6								2	2	4.4	
	Revere Township	P	161	25	13	10	2	20.	31	14	9	3	6	18	62	141	96.6								5	5	3.4	
	Reason	P																										
	Reading:	P	50	13	4	3	1	33.3	11	8	4	6	4		20	55	96.4								2	3	3.6	
	Notre Dame Academy	P	170	28	5	5	1	20.	13	8	12	4	11		26	74	89.2								8	9	9.3	
	Rockford	P	547	45	13	13	6	46.2	34	10	4	20	29	12	54	163	79.9								2	41	29.1	
	Rocky River	P	199	15	4	4	1	25.	15	3	2	2	5	8	28	63	95.5								3	3	4.5	
	Rosford	P																										
	Rudolph:	P																										
	Liberty Township	P	93	18	2	1	0	0	5					4	6	15	100.											

OHIO

[illegible]

[illegible]

PER CENT OF SEESTER HOURS
PAILED IN

OKLAHOMA

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed In						Semester Hours Failed In						Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In						Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin			Mathematics	Science	Spanish	Other Subjects																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
1922-23	OKlahoma																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														</

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Semester Hours Passed In							Semester Hours Failed In							Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed In							Total Semester Hours Failed	Percent Semester Hours Failed		
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects									
1929-29 STATE Oklahoma	Chula	P				2	0	0	6	10						6		11	32	100.											31	52.5		
	Palmer	P	196	53	10	5	5	100.	6					3				16	29	47.5											14	37.8		
	Fairview	P	301	33	4	3	2	66.7	3					4				8	23	62.2											26	9.		
	Frederick	P	398	64	24	17	5	29.4	49	19	14	10	13	63				95	263	91.											19	11.2		
	Garber	P	156	30	18	11	4	26.4	87	6	3			34				69	150	89.9											13	10.		
	Cleopool	P	97	23	9	6	2	25.	30	14	6			6				63	116	90.														
	Goodwell																																	
	Panhandle A. & M.	P	201	36	19	1	0	0	3									7	17	100.														
	Grandfield	P	267	31	12	9	4	44.4	23					3				6		136	86.											22	15.	
	Guthrie	P	368	86	25	25	4	16.	76	19	26	11	22	37	16			127	333	91.7												30	8.3	
	Guyton	P				4	4	100.	6									2	16	29	54.4											16	35.6	
	Haskell	P	252	23	7	1	0	0	4									4		16	100.													
	Healdton	P	227	56	10	6	5	83.3	9					2				14	29	66	71.7											26	29.3	
	Henryetta	P	246	69	17	11	5	45.5	21	9	5			13				18	72	169	92.7												23	17.3
	Robert	P	279	73	23	20	1	5.	61	25	27	1	18	35	3			143	315	98.4													5	1.6
	Hollistonville	P	366	21	12	7	1	14.3	16	9	9			4				9	62	99	86.1												16	13.9
	Hollis	P	268	27	22	19	4	21.1	45	10	10			4	25			129	229	88.4													30	11.6
	Hosley	P	241	34	6	4	3	75.	11		8							15	42	65.6													22	34.4
	Stoker	P	86	17	6	1	0	0	5									5	3	18	100.													
Hugo	P	332	55	31	7	0	0	21	13	5			21				22	38	114	100.														
Idabel	P	377	68	34	15	3	23.1	43	23				4				33	9	192	89.2													32	10.8
Jefferson	P	99	16	6	1	0	0	4										10	13	100.														
Jenks	P	144	21	12	5	2	40.	11		3			3				9	23	69	66.7													29	33.3
Kiefer	P	127	16	6	2	1	50.	8		6							6	11	31	96.9													1	3.1
Kingfisher	P	190	45	18	10	6	60.	21		3			3				6	45	88	62.4													53	37.6
Larton	P	467	117	53	13	6	39.6	26	11	7			6				54	187	87.4														24	12.6
Madill	P	203	33	8	1	1	100.																											
Mangum	P	176	44	21	17	2	11.8	46	15	23			15				31	12	251	96.3													10	3.7
Marietta	P	122	24	12	9	0	27	6					12				16	11	72	144	100.													
Marlow	P	297	52	20	15	2	13.3	54	18	31			8				23	6	231	97.1													7	2.9
McAlester	P	497	116	50	34	7	20.6	90	35	44			19				62	38	234	622	96.8												23	4.2
Medford	P	140	24	8	7	2	23.6	9		8			6				10	19	4	96	90.6												10	9.4
Miami	P	348	114	52	43	12	25.	110	130	17			8				83	117	31	651	89.2												79	19.8
Minco	P	187	28	5	4	2	35.3	15		10							14	40	79	91.9													7	8.1

YEAR	NAME OF SECONDARY SCHOOL		Public or Private	Total Enrollment	Number Graduated	Number Entered College	Number Reported	Number Failed	Percent Failed	Semester Hours Passed in							Total Semester Hours Passed	Percent Semester Hours Passed	Semester Hours Failed in							Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
	State	City								English	French	History	Latin	Mathematics	Science	Spanish			Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
1928-29	STATE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																</

PER CENT OF SEMESTER HOURS
FAILED IS

SOUTH DAKOTA

[illegible]

YEAR

1928-29

STATE

West Virginia

NAME OF SECONDARY SCHOOL

School	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Percent Failed	Semester Hours Passed in							Semester Hours Failed in							Total Semester Hours	Percent Semester Hours				
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science			Spanish	Other Subjects		
Institute	P	156	47	32	24	9	37.6	64	26	12	60	94	8	72	348	90.9	4						29	3	36	9.1
West Virginia State College	P																									
Genova	P	174	35	23	15	2	13.5	38	4	27	6	50	12	93	230	95.							3	3	12	5.
Cerado-Kenwa	P	276	63	35	25	9	32.	94	55	21	8	11	44	15	70	318	87.3	9	5	12	4	5	11	46	12.7	
Kinball.	P																									
Brown's Creek District	P	194	22	10	15	4	20.7	93	13	39	6	14	52	8	94	219	94.4						4		19	5.6
Kingwood	P	163	12	8	7	2	24.6	21	6	9	4	22		27	99	93.4						4		7	6.6	
Lewisburg	P																									
Greenbrier Military School	Pr	524	41	28	21	13	61.9	50	14	9	11	41	60	82	287	79.1	3	11	27	6	5	15	6	19	67	20.1
Lost Creek	P																									
Grant District	P	124	14	8	10	3	20.	25	13	9	13	20		37	117	93.6	3	3				2			8	6.4
Marlington	P																									
Mary District	P	214	27	16	8	5	23.6	17	22	6	3	7	9	43	107	82.3	6	11	6						25	17.7
Matons	P	97	18	7	5	2	40.	12	15	15		6		45	78	90.7	5	3							8	9.5
Middlebourne	P																									
Tyler County	P	276	82	29	6	2	23.3	23	4	3	12	3	32	52	97	93.3							4		7	6.7
Montgomery	P	221	35	22	20	10	50.	70	5	6	11	19	47	23	244	79.2	10	5	10	2	23		12	45	21.6	
Morganboun	P	1086	144	102	74	30	40.6	232	102	82	20	144	24	237	911	83.3	50	3	25	10	65	15	16	182	16.7	
Moundsville	P	442	76	24	22	6	22.7	72	36	37	16	65	3	89	317	99.0	13	3		8	4	6	2	26	10.2	
Mount Hope	P	162	39	15	11	4	34.4	35	11	3	2	21	17	53	155	86.1	3	6	9				7	25	15.9	
Bluebird	P																									
Lyon District	P	99	19	11	4	2	50.	13	3	9	10		6	41	63.3	5	3	3				4		19	31.7	
Oak Park	P																									
Wheeling Triadelphia Dist.	P	641	87	61	46	3	6.7	119	49	87	10	47	124	6	248	698	96.8	6	4	4		3	3	23	3.2	
Partersburg	P	1459	145	56	21	5	13.4	90	51	28	5	7	79	14	191	445	90.6	14				22	4	46	9.4	
Pemboro	P	184	27	7	4	0	0	15	3	4	5	22	3	9	61	100.										
Phillippi	P	232	29	20	11	5	45.5	50	6	26	7	11	5	57	142	81.1	6					13	6	33	18.9	
Pine Grove	P	96	21	6	5	3	60.	12	9	53	9	23	9	23	74.6	6				6			6	18	25.4	
Point Pleasant	P	324	38	19	8	4	50.	19		9	21	14	46	109	78.4	12							9	50	21.6	
Princeton	P																									
East River	P	429	64	42	25	7	24.9	81	55	61	5	21	93	6	269	93.1		4	7	8			10	29	6.9	
Remick	P																									
Falling Spring Dist.	P	64	7	3	2	0	0	7	6		3		15	32	100.											

Remick :
Falling Spring Dist.

NAME OF SECONDARY SCHOOL	Public or	Total Enr.	Number	Number	Number	Percent	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Score	Percent	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	Total Score	Percent	
Antigo	P	612	149	45	24	17	37.5	54	20	35	3	60	66	70	314	86.6	13	5	18	3	3	21	10	28	49	13.6	
Aptleton	P	847	196	78	70	17	24.8	195	71	78	14	91	256	39	938	95.6	12	15	18	3	3	21	10	28	110	10.6	
Ashland	P	635	144	40	7	2	28.6	22	9	7	8	20	29	95	92.2	3					4				7	6.8	
Barraboo	P	480	60	19	13	3	25.1	35	14	25		23	31	7	191	94.1					5	4		3	12	5.9	
Beaver Dam:																											
High School	P	438	70	14	10	8	80.	10	9	12	3	4	16	5	79	84.1	6	5	6		5	26	4	6	57	41.9	
Leland Academy	Pr	140	19	11	8	1	12.6	24	6	6		14	36	4	128	97.					4				4	3.	
Beloit	P	764	162	41	42	9	21.4	122	62	67	15	61	132	11	627	93.2	6	8	4	13	9		6		46	6.8	
Berlin	P	334	61	26	5	2	40.8	9	11			7	20	4	11	62	80.6	3			3	9			15	19.6	
Broadhead	P	132	30	16	15	2	13.3	48	12	17	5	23	33	4	81	220	93.2	3	3		4		1		11	4.8	
Burlington	P	264	41	11	6	0	16	9	5	14	21	14	82	100.											8	10.1	
Chilton	P	153	32	4	5	2	40.	18	12		12	12		32	71	89.9	4				6	4	6		40	12.4	
Chippewa Falls	P	371	63	16	21	6	42.6	58	37	20	3	37	46	82	233	87.6	15		4						8		
Columbia	P	237	51	32	8	2	26.	24	8	15		8	28	35	118	93.7					4						
Danfield:																											
St. John's Military Academy	Pr	358	104	69	58	25	44.8	143	40	71	4	110	146	37	162	712	84.2	15	11	6	26	31	15	21	134	15.8	
Delevan	P	166	23	8	6	1	16.7	19	8	16	3	22	4	12	83	96.6					3				3	3.6	
Dodgeville	P	188	46	20	8	1	12.5	24	4	15		17	16	4	127	96.9							4		4	3.1	
Dorand	P	180	31	13	16	0	0	62	10			41	59	111	231	100.											
San Claire	P	1240	89	25	70	14	22.9	226	74	101	7	137	163	33	340	1081	93.3	30			5	9	9	4	21	78	6.7
Margerton	P	301	57	12	15	4	26.7	42	17	22	4	23	43	4	36	190	91.3						8	4	6	18	8.7
Elkhorn	P	223	25	13	8	1	12.6	23	4	9		11	20	4	43	114	87.	3				5	8	1	17	12.	
Elyria	P	166	19	3	2	1	50.	5				3	4	6	13	52.9	6							10	16	47.1	
Swansville	P	235	42	15	5	0	0	15	13	3		24	8	5	68	100.									3	4.6	
Fennimore	P	166	32	6	4	1	25.	9	5	3		16	5	24	62	95.4	3										
Florence	P	106	31	4	1	0	0	5	3			3	4	5	13	100.									3		
Fond du Lac:																											
Fond du Lac	P	815	230	58	39	7	17.9	109	42	69		77	135	82	141	604	92.2	6	4	3	4	14	9	5	7	51	7.3
Crafton Hall	Pr	23	5	4	2	1	80.	6	7	6		5	1	1	25	78.1				3		4			7	21.9	
Fort Atkinson	P	366	73	23	24	3	12.6	67	46	32	4	19	88	16	68	339	94.2	3			5	9	4		21	5.8	
Green Bay:																											
East	P	863	160	37	30	8	26.7	83	31	56		49	93	7	72	292	89.1	3	14			26		10	53	11.9	
West	P	655	124	42	23	6	26.1	67	25	21		35	56	2	114	350	89.4	6	5		6	12	9		39	10.6	
Hartford	P	255	40	12	12	1	8.3	44	16	15	4	23	46	8	45	210	98.1								4	1.9	

WISCONSIN

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Failed	Semester Hours Passed In										Semester Hours Failed In						Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
							English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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WISCONSIN

YEAR	NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Kept in College	Percent Passed	Semester Hours Passed In						Semester Hours Passed In						Total Semester Hours Passed	Percent Semester Hours Passed
								English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects						
1924	Milwaukee (continued)																				
924	Shorewood	P	88	45	29	8	27.6	65	36	53	3	41	94	19	64	375	90.1	3	3	41	9.9
1910	South Division	P	185	48	32	5	9.4	91	8	71	5	42	104	18	166	503	87.7	3	9	12	2.3
2398	Washington	P	278	130	77	17	21.1	247	59	146	25	84	226	43	285	1186	94.1	9	17	70	5.9
1901	West Division	P	264	97	46	9	15.6	125	54	68	14	42	135	19	148	648	91.3	15	8	62	8.7
195	Mineral Point	P	48	14	4	2	14.3	35	14	20	4	21	54	4	32	192	97.	6	4	4	2.
210	Modori	P	27	12	14	1	7.1	41	4	7	3	29	46	4	72	206	97.6	3	5	6	2.4
413	Monroe	P	74	20	15	5	23.5	36	4	17	4	25	62	9	44	172	80.4	3	24	48	19.6
478	Kenah	P	67	16	16	4	25.	49	15	24	4	25	62	9	44	221	88.	3	3	20	18.
220	Nellville	P	38	12	3	0	0	13	8	3	4	10	4	16	45	100.					
503	New London	P	69	25	13	3	23.3	39	9	23	4	33	4	60	172	89.6		5	21	10.4	
359	Oconomowoc	P	61	27	17	4	23.6	54	33	42	18	60	8	28	243	93.8		4	16	6.2	
335	Oconto	P	72	22	7	3	42.9	15	12	9	24	4	14	81	87.1	3		4	12	15.9	
1345	Oakshoh	P	162	62	15	5	23.1	35	16	9	5	14	41	5	59	194	89.8	3	4	21	10.2
407	Platteville	P	74	47	39	10	26.3	93	20	41	65	90	3	36	249	93.1	15	6	71	15.9	
272	Plymouth	P	49	7	6	0	0	13	8	16	8	22	10	20	99	100.		4	61	23.6	
433	Portage	P	62	27	18	7	38.9	51	4	23	27	49	8	35	137	76.4	4	9			
159	Port Washington	P	23	7	6	0	0	14	6			11		43	74	100.					
356	Prairie du Chien	P	63	44	27	12	44.4	63	14	7	10	45	80	14	67	230	74.2	17	9	101	25.8
234	High School	P	40	7	9	3	23.3	20	3	3	24	32	60	139	89.1		3	3	17	10.9	
908	Racine	P	269	66	48	10	20.8	121	58	83	3	55	178	14	161	673	93.2	6	4	49	6.8
236	Readsburg	P	65	25	14	5	36.7	36	13	27	11	40	4	54	185	86.9	6		8	13.1	
500	Reinhold	P	74	20	14	4	23.6	34	14	19	6	17	62	17	23	132	91.	5	4	29	9.
374	Rice Lake	P	73	24	5	2	40.	15	3		6	15		21	59	81.9		3	13	18.1	
420	Richland Center	P	43	28	7	1	14.3	19	22	16	5	3	18	26	108	93.9	5		7	5.1	
369	Ripon	P	68	30	24	4	16.7	66	8	44	8	48	130	20	106	430	96.8	6	4	14	3.2
174	River Falls	P	54	38	16	44.4	92	4	39	34	45			230	444	79.9	19	25	112	20.1	
1391	Shaboyan	P	171	29	24	6	17.6	101	19	67	54	181	12	117	461	95.	3	4	25	5.	
100	St. Ignace Academy	P	23	15	6	12	33.8	12	12	3	3	9	21	22	81	87.1	3	3	12	15.8	
427	South Milwaukee	P	72	2	5	1	20.	12	4	9	4	9	13	4	69	90.8			7	9.2	

WYOMING

NAME OF SECONDARY SCHOOL	Public or Private	Total Enrollment	Number Graduated	Number Reported	Number Paired	Semester Hours Passed in						Semester Hours Failed in						Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed
						English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
Basin	P	161	34	6	3	1	33.3	9		3	4	6	10	31				4			8
Buffalo:																					
Johnson County E. S.	P	187	26	6	6	1	16.7	17	15	11	15	31	88	88				3			2
Casper:																					
Natrona County E. S.	P	842	112	29	8	40.	53	9	12	29	79	11	110	203				9	6		8
Cheyenne	P	782	112	34	20	13	43.5	71	20	30	82	11	178	588				5	11	5	26
Cokeville	P	82	12	6	6	2	28.3	9	3	9			64	86				6			1
Douglas:																					
Converse County H. S.	P	250	46	16	10	6	60.	28	14	7	5	19	50	123				4	8		4
Swanton	P	263	28	5	9	1	11.1	21	8	8	14		102	145							3
Clebrook:																					
Glenbrook-Parkerton	P	138	18	4	4	1	22.	6				8	38	55				5			5
Green River	P	100	19	6	5	3	69.	11		3	9	3	26	51				4	4		4
Graybull	P	160	20	3	3	0	0	11	6		16	3	14	50							16
Lamar	P	186	42	8	8	2	25.	27		11	9		80	127				3			2
Lander:																					
Premont Vocational	P	264	44	5	3	2	66.7	11	6	3	6		14	40							8
Laramie:																					
High School	P	392	66	34	24	15	44.1	84	24	6	23	79	6	256				11	16	7	26
Secondary Training	P	167	27	16	14	4	29.6	41	6	7	6	20	6	119				3	4		22
Lovell	P	142	21	5	6	0	0	26		6	21	6	36	100							4
Midwest	P	233	38	6	2	1	50.	6		10	4		10	20							4
Newcastle	P	197	28	3	2	0	0	6	3	4			17	30							
Powell	P	216	21	6	9	3	33.3	24	5	1	9	9	79	127				3	3	3	6
Railine	P	227	35	13	14	6	42.9	27	6	9	3	19	36	7					22	3	15
Riverton	P	111	18	3	4	1	25.	12	3	3	8	3	55	64							1
Rock Springs	P	545	121	28	32	11	34.4	59	20	20	2	32	67	209				13	15	4	19
Shoshone	P	744	121	29	21	6	28.6	57	20	26	3	51	56	135				8	8	7	6
Shoshone	P	96	7	4	3	3	100.	9			12	18	34					15			
Thermopile:																					
Hot Springs County H. S.	P	270	23	12	8	1	20.	16		10	4	6	34	72					4		4
Torrington	P	257	54	10	9	2	32.2	23		3	20		72	136				8	4		9
Wheatland	P	231	48	5	7	2	29.6	22	6		16	9	43	101							3

DATA FROM SECONDARY SCHOOLS ACCREDITED TO THE NORTH CENTRAL ASSOCIATION

In order that the reader may be able to understand better these data given in Table II, several additional tables have been compiled.

ures of the graduates of North Central high schools in each state with the percentage of the failures in its state university.

Table III. A Partial Summary by States of Data Taken from Table II

State	No. of Schools	Total Enroll- ment	No. Grad.	No. Entered Coll.	No. Reported	No. Failed	Per Cent Failed	Total Sem. Hrs. Failed	Per Cent Sem. Hrs. Failed
Arizona	33	10,673	1,449	684	424	117	27.6	638	9.8
Arkansas	51	11,552	2,302	964	781	212	27.1	1,110	9.3
Colorado	90	29,664	5,450	2,212	1,711	508	29.1	2,968	11.2
Illinois	298	177,135	22,177	8,487	6,743	1,821	27.0	10,079	10.1
Indiana	98	60,540	10,042	3,382	2,550	752	29.5	4,503	10.9
Iowa	134	50,851	9,563	2,935	2,167	479	22.1	2,815	8.6
Kansas	138	41,179	8,249	2,984	2,494	623	25.0	3,749	9.9
Michigan	173	100,636	13,281	5,062	3,816	822	21.5	4,732	7.6
Minnesota	90	44,776	8,166	3,132	1,854	431	23.2	2,491	8.8
Missouri	116	54,095	9,386	3,604	2,853	701	24.6	3,781	8.7
Montana	39	13,747	2,226	752	609	130	21.3	669	6.7
Nebraska	100	31,175	5,994	1,749	1,423	349	24.5	1,911	9.1
New Mexico.....	32	6,946	1,070	475	403	145	36.0	883	14.3
North Dakota....	62	10,381	2,126	924	703	144	20.5	652	6.5
Ohio	276	137,926	22,849	8,149	5,933	1,537	25.9	7,658	8.3
Oklahoma	104	38,292	6,603	2,792	1,945	578	29.7	3,614	12.1
South Dakota....	63	12,609	2,426	951	822	161	19.6	903	7.5
West Virginia....	62	21,509	3,309	1,517	1,069	327	30.6	1,840	11.0
Wisconsin	110	57,264	9,712	3,393	2,496	613	24.7	3,415	8.9
Wyoming	27	7,349	1,154	328	283	105	37.1	568	12.6
TOTAL	2,096	918,299	147,534	54,476	41,079	10,555	25.7	58,979	9.4

Table III gives a partial summary by states of certain pertinent data, such as the total enrollment, number graduates, number reported, per cent failed, etc. This table shows that 25.7 per cent of freshmen students failed in one or more hours for which they were registered. The range is from 19.6 per cent in South Dakota to 37.1 per cent in Wyoming. The average percentage of hours failed is 9.4. The range is from 6.5 per cent in North Dakota to 14.3 per cent in New Mexico. It will be noted that the percentage of failures by semester hours is more than twice as great in New Mexico as in North Dakota. Later in the study a comparison is made of the percentage of fail-

Table IV gives a summary by states of the percentage of total semester hours failed by subjects. It will be noted that taking the states as a whole the greatest percentage of semester hours failed is in Mathematics, which shows failures of 16 per cent. Spanish ranks second with 14.6 per cent; Other Subjects is lowest with failures of 6.2 per cent, closely followed by Latin with failures of 6.7 per cent. The range in failures in any particular subject is very great. For instance, we find in Arizona, North Dakota, and Wyoming that the graduates from high schools in these states have no failures in Latin while graduates of New Mexico high schools fail in 19.7 per cent of hours in the same subject. In English it will

Table IV. Summary by States of Percentage of Total Semester Hours Failed in Certain Subjects

State	English	French	History	Latin	Math.	Science	Spanish	Other Subjects
Arizona	9.3	22.6	9.2	0.	15.6	17.1	14.5	4.3
Arkansas	7.4	8.9	8.7	10.3	19.9	11.7	17.2	4.6
Colorado	10.8	9.3	14.1	3.2	17.2	15.4	8.5	7.6
Illinois	7.6	10.0	6.8	9.5	18.2	11.3	15.3	7.6
Indiana	9.2	10.2	10.9	4.7	16.3	14.5	16.9	7.9
Iowa	7.5	8.3	7.2	9.2	14.9	12.7	12.4	4.7
Kansas	8.8	8.2	10.3	8.2	14.4	13.6	13.1	7.0
Michigan	6.3	9.2	6.2	2.6	12.7	9.9	14.3	5.1
Minnesota	6.3	10.9	8.0	5.9	14.3	12.9	15.2	6.0
Missouri	8.5	10.7	6.2	6.9	12.7	10.7	14.3	5.7
Montana	12.4	6.5	5.1	0.9	15.9	8.7	11.3	3.4
Nebraska	9.5	10.6	6.8	8.7	12.1	11.8	11.6	7.1
New Mexico	13.0	21.4	10.9	19.7	22.8	13.7	23.1	10.8
North Dakota	5.8	8.8	7.9	0.	12.2	12.4	5.8	3.6
Ohio	7.0	8.3	8.0	6.3	14.8	11.6	10.3	5.1
Oklahoma	10.6	13.9	8.0	10.3	27.7	17.3	18.6	7.1
South Dakota	6.4	7.1	4.6	3.4	18.1	11.9	15.7	3.5
West Virginia	10.9	11.5	11.6	8.7	23.6	15.7	16.1	5.3
Wisconsin	6.7	9.7	8.0	8.3	12.9	9.8	22.4	6.9
Wyoming	8.9	17.9	8.8	0.	24.9	17.0	29.2	8.7
AVERAGE	7.9	9.8	8.0	6.7	16.0	12.2	14.6	6.2

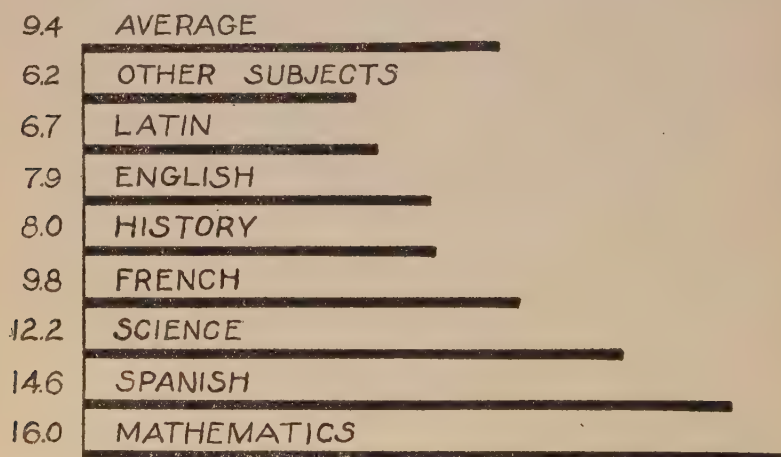


Figure 1. Showing Graphically the Percentages of Total Semester Hours Failed by Subjects

be seen that the range of failures is from 5.8 per cent to 13 per cent, and in Mathematics it is from 12.1 per cent to 24.9 per cent.

Figure I shows in a graphic way the failures in these subjects.

Table V shows the comparison of the percentage of students failed and the percentage of semester hours failed by states in the study made in 1924 with the current one. It will be noted that in these 20 states 25.7 per cent of freshmen stu-

Table V. Comparison of Percentage of Students Failed and Percentage of Semester Hours Failed by States in 1924 and 1928.

States	Percentage of Students Failed		Percentage of Hours Failed	
	1924	1928	1924	1928
Arizona	30.6	27.6	9.8	9.8
Arkansas	26.7	27.1	10.0	9.3
Colorado	27.2	29.1	7.9	11.2
Illinois	24.5	27.0	8.0	10.1
Indiana	23.5	29.5	7.8	10.9
Iowa	20.8	22.1	7.0	8.6
Kansas	22.8	25.0	7.7	9.9
Michigan	19.6	21.5	6.4	7.6
Minnesota	27.1	23.2	9.9	8.8
Missouri	25.0	24.6	8.7	8.7
Montana	26.7	21.3	10.5	6.7
Nebraska	21.5	24.5	8.7	9.1
New Mexico	28.7	36.0	10.3	14.3
North Dakota	23.9	20.5	8.1	6.5
Ohio	25.6	25.9	7.6	8.3
Oklahoma	28.4	29.7	9.9	12.1
South Dakota	20.9	19.6	7.6	7.5
Wisconsin	26.3	24.7	8.0	8.9
West Virginia	—	30.6	—	11.0
Wyoming	25.0	37.1	8.2	12.6
TOTAL	24.1	25.7	8.0	9.4

dents failed in one or more hours during the first term or semester of college work—that is, one student in four that entered college in September 1928 failed in one or more hours of work. In 1924, 24.1 per cent of the students failed; consequently, we find no great change after an interval of four years, other than an increase in the percentage of failure of 1.6 per cent. The number of students that failed in one or more hours is probably not so significant as the percentage of failures by hours registered. In 1924 freshman students on the whole failed 8 per cent of the hours for which registered; the variation was from 6.4 per cent in Michigan to 10.5 per cent in Montana. In 1928, however, the variation is considerably greater, ranging from 6.5 per cent in North Dakota to 14.3 per cent in New Mexico. The percentage of hours failed by graduates of North Central high schools from New Mexico was twice as great as the percentage of hours failed by graduates of North Central high schools

from North Dakota. In the four-year period the percentage of hours failed has increased considerably more than the percentage of students failed. The percentage of students failed has increased 6.6 per cent while the percentage of hours failed has increased 17.5 per cent.

Table VI. Comparison of Percentages of June Graduates Entering Higher Institutions in September in 1924 and 1928.

State	1924	1928
Arizona	50.0	47.2
Arkansas	46.0	42.4
Colorado	41.1	40.6
Illinois	40.0	38.3
Indiana	33.0	33.7
Iowa	31.0	30.7
Kansas	41.0	36.2
Michigan	41.0	38.1
Minnesota	42.0	38.4
Missouri	42.0	38.4
Montana	24.0	33.8
Nebraska	31.0	29.2
New Mexico	39.0	44.4
North Dakota	32.0	43.5
Ohio	43.0	35.7
Oklahoma	49.0	42.3
South Dakota	41.0	39.2
Wisconsin	38.0	34.9
Wyoming	26.0	28.4
AVERAGE	39.0	36.9

Table VI shows a comparison of the percentage of graduates that entered college in September 1924 and in 1928. It will be noted that in 1924, taking the states as a whole, that 39 per cent of the graduates entered college in September. The range was from 24 per cent in Montana to 50 per cent in Arizona. In 1928 the percentage had dropped slightly over 2 per cent—to 36.9 per cent; the range is also considerably less as it varies from 28.4 per cent in Wyoming to 47.2 per cent in Arizona. While the percentage of graduates of June entering college in September has decreased, five states—Indiana, Montana, New Mexico, North Dakota, and Wyoming—show an increase. This increase is marked in North Dakota and Montana. It is interesting to note that the increase in

percentages of graduates entering college, with one exception, is in the western states. Taking the states as a whole, it is probably not surprising to find that as the number of graduates of the secondary schools increases the percentage of graduates entering college should show a slight decrease. The statement is

percentage of graduates entering college with the percentage of failure by semester hours, the correlation using the Spearman Foot Rule method was slightly negative, although scarcely large enough to be significant.

Figure 2 gives in graphic form the percentage of June graduates entering

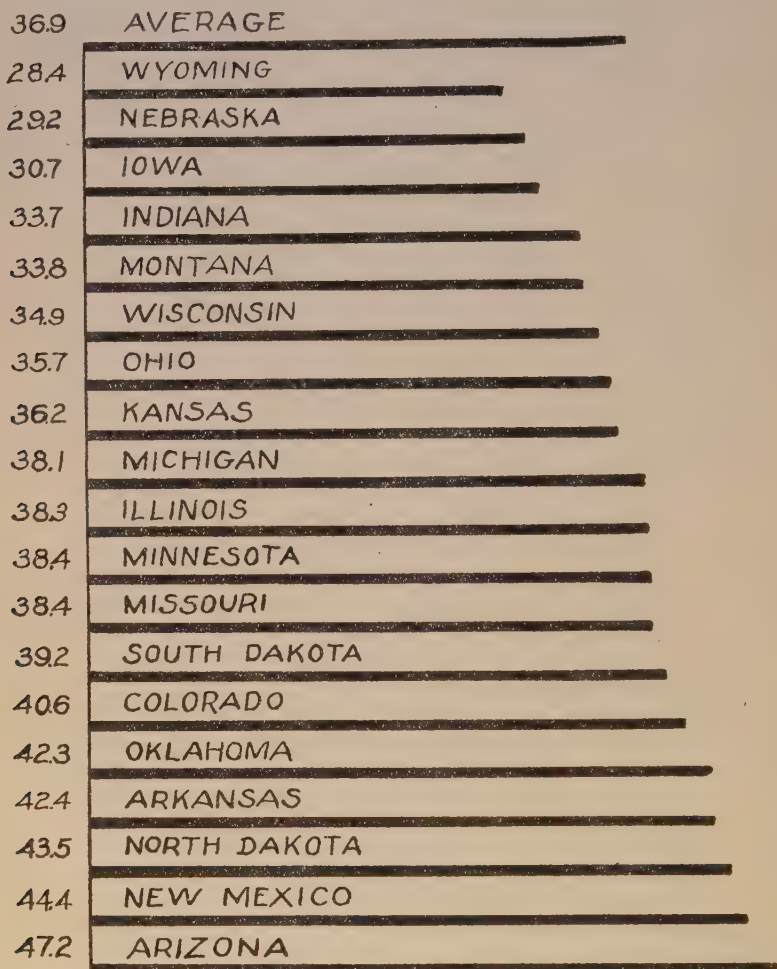


Figure 2. Graphic Representation of Percentages of High School Graduates That Go to College

frequently made that the larger percentage of high school graduates that enter college the greater will be the percentage of failure. In computing a coefficient of correlation between the

higher institutions in September in the 20 states included in the study.

At different times there has been considerable discussion in the Commission of Secondary Schools relative to ac-

Table VII. The Summary of Data of Secondary Schools Classified According to Enrollment

	7-99	100-199	200-299	300-499	500-699	700-999	1,000-2,999	3,000-8,532	Total
No. of Schools.....	218	576	419	381	174	121	183	24	2,096
Total Enrollment.....	15,038	84,304	101,260	145,487	96,965	101,188	292,075	81,982	918,299
No. Graduated.....	3,588	16,325	18,328	25,869	17,252	16,518	43,050	6,604	147,534
No. Entering College.....	1,572	6,203	6,809	9,268	6,342	5,725	15,965	2,592	54,476
Per Cent Entering College.....	43.8	37.9	37.1	35.8	36.7	34.6	37.1	39.2	36.9
No. Reported in N. C. A. Territory	971	4,174	4,429	6,515	4,623	4,208	12,102	2,056	39,078
No. Reported Outside N. C. A. Territory	120	269	246	278	295	149	613	31	2,001
Per Cent Reported Outside N. C. A. Territory	11.0	6.0	5.2	4.1	6.0	3.4	4.8	1.5	4.9
No. Reported.....	1,091	4,443	4,675	6,793	4,918	4,357	12,715	2,087	41,079
No. Failed.....	259	1,143	1,216	1,735	1,274	1,129	3,208	591	10,555
Per Cent of Failures.....	23.7	25.5	26.0	25.5	25.9	25.9	25.2	28.3	25.7
Total Hrs. Registered.....	16,801	67,766	71,530	104,266	76,541	65,688	195,638	32,522	630,752
Total Hrs. Failed.....	1,362	6,380	7,122	9,755	7,287	6,231	17,467	3,375	58,979
Per Cent Hrs. Failed.....	8.1	9.4	10.0	9.4	9.5	9.5	8.9	10.3	9.4

crediting small schools. It was deemed advisable to make a study of these data of the schools classified according to enrollment. Table VII contains such a summary.

pupils. The percentage of students entering college is largest from schools enrolling less than 100; the group ranking second is the schools with an enrollment of 3000 and over. The schools that

Table VIII. Comparison of Public and Private Secondary Schools in Several Items

	Private 193	Public 1,903
No. of Schools.....		
Total Enrollment	35,624	882,675
No. of Graduates.....	7,082	140,452
No. Entering College.....	4,000	50,476
Per Cent of Graduates Entering College.....	56.5	35.9
No. Reported in Institutions in N. C. A. Territory.....	2,380	36,698
No. Reported in Institutions Outside N. C. A. Territory.....	367	1,634
Per Cent Reported in Institutions Outside N. C. A. Territory....	13.3	4.2
Total No. Reported.....	2,747	38,332
Per Cent Reported.....	38.8	27.3
No. Failed	794	9,761
Per Cent Failed.....	28.9	25.4
Total Hrs. Registered.....	42,467	588,285
Total Hrs. Failed.....	4,587	54,392
Per Cent Hrs. Failed.....	10.8	9.3
Hrs. Failed in English.....	609	9,274
Per Cent Hrs. Failed in English.....	7.2	7.9
Hrs. Failed in French.....	326	3,829
Per Cent Hrs. Failed in French.....	10.9	9.7
Hrs. Failed in History.....	303	3,777
Per Cent Hrs. Failed in History.....	8.7	8.5
Hrs. Failed in Latin.....	131	525
Per Cent Hrs. Failed in Latin.....	7.3	6.8
Hrs. Failed in Mathematics.....	884	9,180
Per Cent Hrs. Failed in Mathematics.....	19.1	15.8
Hrs. Failed in Science.....	1,082	13,276
Per Cent Hrs. Failed in Science.....	13.4	12.1
Hrs. Failed in Spanish.....	278	3,059
Per Cent Hrs. Failed in Spanish.....	18.0	14.4
Hrs. Failed in Other Subjects.....	974	11,472
Per Cent Hrs. Failed in Other Subjects.....	8.6	6.1

It will be noted from Table VII that the group of schools with enrollment from 100-199 is the largest while the group having an enrollment from 1000-2999 enrolls the greatest number of

enroll less than 100 send the largest percentage of their graduates outside North Central Territory, and they have the smallest percentage of failures. On the other hand, the group enrolling 3000

and over sends the smallest percentage outside North Central Territory, and it shows the greatest percentage of failures. The group of schools enrolling from 200-299 ranks second in having the largest percentage of failures. In the other groups they show very little variation. This study shows results that are slightly different from those in the previous study as at that time the smallest percentage of failures was in the schools enrolling from 500-700 students. Schools enrolling 3000 and over had the largest percentage of failures in this study as well as in the previous one.

Table VIII shows a comparison of public and private secondary schools in several items. This table shows that the private schools graduate a considerably larger number in comparison with their enrollment than do the public schools. It also shows that a much larger percentage of their graduates enter college, as private schools report 56.5 per cent of the graduates entering colleges while the public schools report only 35.9 per cent. The graduates from

ject in which the percentage of hours failed is less in private secondary schools than in the public schools.

For eleven years the Southern Association has made similar studies, and it seemed to the writer that it would be interesting to make a few brief comparisons with the 1929 report of the Southern Association which has just been compiled. Table IX makes a comparison of a few items of these two reports.

It will be noted from this table that in the Southern Association a considerably larger percentage of graduates enter college. The percentage is 6.1 per cent higher than in the North Central Association. In comparison it will be seen that the percentage of semester hours failed is more than 50 per cent greater in the Southern Association than in the North Central Association. In comparing the percentage of total semester hours failed by subjects it will be noted that the greatest failures in both Associations are in Mathematics with Spanish ranking second and Latin and Other Subjects low in the scale.

Table IX. Comparison of Some Items From This Report With the 1929 Report of the Southern Association

	Percentage of Grads. Going to College	Percentage of Semester Hrs. Failed	Percentage of Semester Hrs. Failed by Subjects							
			Eng.	Fr.	Hist.	Lat.	Math.	Sci.	Sp.	O. S.
North Central Asso...	37.7	9.4	7.9	9.8	8.0	6.7	16.0	12.2	14.6	6.2
Southern Asso.....	43.8	14.5	13.5	15.7	13.1	10.8	23.8	19.2	19.4	8.7

the private schools enter institutions outside North Central territory three times as frequently as do graduates of public high schools. The percentage of private school graduates from which reports were received was again considerably larger than that of the public schools. Graduates of private secondary schools fail somewhat more frequently than do the graduates from public high schools, and the percentage of hours failed is also somewhat higher. This may not be very significant as the numbers are in nowise comparable, but it is in accordance with the findings in the 1924 study. English is the only sub-

CONCLUSIONS

A few pertinent conclusions from the study of the data on secondary schools are as follows:

1. A much larger number of high school graduates from North Central high schools entered college in 1928 than in 1924, although the percentage of graduates entering college had decreased slightly.

2. In 1928 45.1 per cent more students were reported entering college from North Central high schools than in 1924.

3. 95.2 per cent reported are graduates of public high schools, but the per-

centage of graduates entering college is considerably larger from private high schools; graduates of the private high schools tend to attend institutions outside the North Central Territory three times as frequently as graduates of public high schools.

4. The accredited secondary schools in different states vary greatly in their ability to prepare students for higher institutions as shown by the percentage of failures.

5. The percentage of graduates of June entering college in September shows that the schools enrolling less than 100 have the largest percentage with those enrolling over 3000 ranking second; there is no marked difference in the other groups.

6. The percentage reported as attending college outside North Central Territory is greatest for the group enrolling under 100.

7. The size of the high school has

little relation to its percentage of failures. Those enrolling over 3000 have the highest percentage both in hours and in students, and those under 100, the smallest. The variation is comparatively small among all groups.

8. A comparison with a similar report of the Southern Association shows that the percentage of students going to college in the Southern Association is considerably higher and also the percentage of semester hours failed by graduates of accredited schools in the Southern Association is much higher than in the North Central Association.

9. The correlation between the percentage of graduates entering college from the states with the percentage of hours failed is a negative one.

10. The study of the 1928 graduates shows an increase in the percentage of students that failed in one or more hours and also in the total percentage of hours failed over the 1924 study.

Section II. Study of Failures in Higher Institutions

The second part of this study relates to the failures in higher institutions of secondary school graduates of June 1928 for the first semester of 1928-29. The classification of higher institutions in this study is similar to the one made in 1924-25, viz., State Universities and State Colleges; Teacher Training Institutions; Junior Colleges; and Private Colleges and Universities. In this report a few of the higher institutions accredited to the North Central Association are omitted, owing to the fact that

data were not received from institutions or they were received too late to be incorporated in the study. The names of institutions from which reports were received within the North Central Territory not accredited by the Association and those outside the Territory have not been given.

Table X lists all institutions accredited to the North Central Association grouped in accordance with the classification given above. Table X follows.

YEAR

YEAR	NAME OF HIGHER INSTITUTION STATE UNIVERSITIES & STATE COLLEGES	Number of Students Reported	Number of Students Paid	Percent of Students Paid	Number of Hours for which Registered	Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Paid	Percent Semester Hours Paid	Semester Hours Passed in						Semester Hours Paid in																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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		State Teachers College	292	85	21.6	6019	5898	98.0	421	7.0	749	84	457	4	140	472	73	3619	60	12	14																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									

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										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects				
1928-29	II. TEACHER TRAINING INSTITUTIONS																												
TOTAL		5528	949	17.2	79107	74680	94.4	4427	5.6	14729	1676	7101	416	4043	10045	812	35868	1064	106	540	15	323	742	87	1540				
PER CENT OF SEMESTER HOURS FAILED IN																		6.7	6.9	7.0	3.5	7.4	6.9	9.7	4.4				

YEAR	NAME OF HIGHER INSTITUTION	Number of Students Reported	Number of Students Passed	Percent of Students Passed	Number of Hours for which Reported	Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Fulfilled	Percent Semester Hours Fulfilled	Semester Hours Passed In										Semester Hours Fulfilled In																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects
TOTAL		2181	465	21.3	33273	30601	92.0	2672	8.0	6707	3128	3285	208	2178	5696	1508	7891	550	820	199	8	338	547	206	555
PER CENT OF SEMESTER HOURS FAILED IN																		7.6	8.5	5.7	3.7	13.4	8.6	12.0	6.3

YEAR	NAME OF HIGHER INSTITUTION	Number of Students Reported	Number of Students Paired	Percent of Students Paired	Number of Hours for Which Paired	Total Semester Hours Paired	Percent Semester Hours Paired	Total Semester Hours Paired	Semester Hours Paired In							Semester Hours Paired In									
									English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	
1922-23	IV. PRIVATE COLLEGES & UNIVERSITIES	108	44	40.7	1737	1473	84.8	154	257	47	135	12	170	93	45	666	56	14	3	4	72	49	16	51	
		142	17	12.0	2696	2331	97.6	65	570	576	801	23	217	546	120	578	12	15				24	3	11	
		72	11	15.3	1105	1045	94.3	63	282	108	123	41	89	214	32	240	16				12	24	4	8	
		45	9	20.9	695	662	95.3	35	114	30	33		124	149	8	206	6				4	12	4		
		220	124	56.4	3711	2962	79.8	749	371	207			933	490	961	64	2				17	324	159	212	
		87	0	0.	1044	1044	100.		229	87	129	11	32	119	437										7
		44	12	27.3	655	591	90.2	64	61	63	54	16	26	101	20	250	18				12	3	6	18	
		66	3	4.6	947	936	98.8	11	1.2	179	97	141	9	47	170	12	231	3			3				4
		84	26	31.0	1269	1162	90.9	116	9.1	198	37	33		60	418	20	192	12			7	71	8	18	
		82	16	19.5	2044	1975	91.8	169	8.7	264	229	282	39	123	308	108	503	13			12	32	8	12	
		28	5	17.9	473	442	93.4	31	6.6	79	40	20	10	36	80	178	3	4			4	4		4	
		147	32	21.8	2242	2076	92.6	167	7.4	357	48	207	20	190	279	84	380	26	4		6	25	26	8	
		319	73	22.9	4774	4259	89.4	505	10.6	1222	482	134	50	131	948	486	838	167	20	44		20	44	16	
		43	19	44.2	682	579	87.5	85	12.5	96	8	36	24	73	37	8	237	18	4	3		19	20	4	
		167	38	22.8	2506	2317	92.5	189	7.5	423	321	269	69	111	579	8	540	12	22	21	4	8	107	3	
		112	39	34.9	1820	1622	90.1	178	9.9	318	66	225	47	210	346	60	370	27	28	6	12	12	20	20	
		47	10	21.3	797	765	96.0	32	4.0	144	3	81	15	51	148	24	239	3	6		11				
		129	70	54.3	2569	2089	81.3	480	18.7	324	324	503		603	403	451	60		75		75	165	108		
		82	19	23.2	1330	1228	92.4	102	7.6	267	107	102	8	93	229	42	380	5	9	9		21	40	6	
225	21	9.3	2236	2151	96.2	85	3.8	546	160	273	20	73	743	43	293	20	16	10		10	16	3			
427	132	30.6	9609	8227	85.3	1391	14.4	962	353	82	102	1379	2395	120	2256	116	87	9	3	631	367	26			
18	0	0.	271	271	100.			71	44	54	3	6	46	4	43										
147	43	29.5	2386	2173	91.1	213	8.9	419	141	137	90	132	270	25	901	16	58	18	5	27	48	8	37		
135	26	19.8	1811	1612	94.8	99	5.2	368	162	204	66	332	371	180	139	3	6	21	46	18	6	5	5		
118	40	36.4	1857	1602	86.3	286	13.7	343	79	252	120	129	316	15	251	21	29	12	24	46	90	8	5		
44	5	11.4	761	722	94.9	39	5.1	126	66	78	60	60	108	224	3	6	9						10		
46	20	43.5	684	597	87.5	87	12.7	117	46	16	16	46	176	16	164	21				11	11		44		
73	16	21.9	1031	967	98.5	114	11.5	192	48	27	32	83	260	76	259	12		4	3		15	12	20		
83	4	4.8	528	512	97.0	16	5.0	96	80	87	10	13	114	17	120	8							3		
100	13	13.0	1656	1582	95.5	74	4.5	371	15	168	36	379	253	105	245	9	6			20	21	3	15		
121	26	21.5	1926	1775	92.2	151	7.3	324	232	24	74	349	379	111	283	36	16	6	8		46	18	8		
197	26	13.2	2974	2740	95.3	124	4.7	606	260	27	44	232	164	185	1182	46	5	2			16	6	8		
67	5	7.5	812	794	97.8	19	2.2	185	20	106	28	73		25	348	2	3						7		
219	59	27.0	3624	3269	90.2	245	6.9	988	296	136	85	90	128	169	1387	29	25	24			11	24	58	64	

YEAR	NAME OF HIGHER INSTITUTION	Semester Hours Passed In										Semester Hours Failed In														
		Number of Students Reported	Number of Students Failed	Percent of Students Failed	Number of Hours for which Reported	Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	
1922-23	IV. PRIVATE COLLEGES & UNIVERSITIES																									
	Loretto Heights College	10	2	20.0	158	146	92.4	12	7.6	23	11	18	6	6	36	12	29	6	6				48	108	4	74
	Loyola University	169	45	26.6	2630	2363	89.8	267	10.2	454	32											11	7	4		
	Luther College	32	4	12.5	553	530	96.6	25	4.5	96		51	142	69	32	140	625	35	3							
	Macalester College	53	13	24.5	800	728	91.0	72	9.0	160	65	51	24	66	110	26	224	9	8	6		12	27	4	6	
	Marquette College	76	21	27.6	1129	1039	91.8	99	8.8	213	108	129	21	63	240	63	132	15	12	6		6	36	6	18	
	Marshall College	187	42	22.6	2465	2232	90.1	243	9.9	464	62	267	10	54	321	96	929	92	12	22		25	28	8	55	
	Milwaukee-Denver College	117	47	40.2	1740	1491	85.1	259	14.9	897	226	238	34	12	247	56	391	54	62	33	6	9	36	12	87	
	Missouri Valley College	37	4	10.8	603	578	96.9	25	4.1	105	54	51	6	50	94	44	194	6	4	3					5	
	Monmouth College	100	20	20.0	1551	1392	89.8	159	10.2	238	75	78	87	144	180	81	499	12	20	9	5	40	24	11	38	
	Mount Union College	76	15	21.1	1451	1259	86.9	73	6.1	219	69	136	102	93	208	203	399	6	6	18		17		26		
	Washington College	93	13	14.0	1456	1391	95.6	65	4.5	176	140	42	16	44	313	28	433	6	8	9		4	19	50	18	
	Weber State University	60	19	31.7	984	876	89.0	108	11.0	159	48	41	20	125	98	455	27	8							41	
	North Central College	84	15	18.0	1229	1214	94.2	75	5.8	186	104	154	12	51	253	16	468	13	4						8	
	Northwestern University	458	156	34.0	6891	6136	89.0	755	11.0	1179	651	12	507	333	1338	285	1851	132	75	9	18	232	204	48	49	
	Notre Dame University	237	79	33.3	4138	3673	88.8	465	11.2	648	117	335	96	232	496	198	1853	67	33	45		35	117	56	94	
	Oberlin College	188	57	19.3	2929	2747	93.6	182	6.2	425	337	57	173	207	234	100	984	24	29	3	17	12	34	12	32	
	Ohio Wesleyan University	339	46	13.6	5333	5124	96.1	209	3.9	966	560	599	48	209	399	585	2019	45	3	30		3	23	64	51	
	Oklahoma College for Women	171	25	14.6	2546	2319	95.2	127	4.8	498	240	286	12	45	176	110	1163	21	20	9	3		8	27	39	
	Ottawa University	29	14	58.9	744	628	84.4	116	15.6	122	50	45	11	83	159	35	113	43	6	6		12	25	15	10	
	Ottawa College	83	10	13.9	853	817	94.7	46	6.3	144	99	51	24	81	160	32	226	9	4	3		8	12	10	10	
	Quashita College	68	14	22.2	806	735	91.2	71	8.8	206	80	40	25	68	53	134	180	25	6	5		5	4	15	12	
	Park College	66	20	30.3	1298	1196	96.1	102	7.9	237	124	12	12	133	390	71	237	6	13						22	
	Parsons College	30	12	40.0	739	673	91.1	66	8.9	141	75	60	12	65	110	27	193	9	4	3		8	15		26	
	Penn College	55	1	1.8	793	789	99.6	4	.5	166	53	102	75	161			242								4	
	Phillips University	88	38	43.8	1552	1058	78.3	234	21.7	169	27	123	77	239	123	289									62	
	Purdue University	474	216	45.6	5976	7571	94.4	1405	15.6	1164	144	543	1314	1103	225	3078	249	60	48						325	
	Ripon College	69	17	24.6	1265	1166	92.9	89	7.1	192	40	148	32	116	315	68	255	19	23						5	
	Rochford College	85	12	14.1	1260	1204	95.6	56	4.4	214	199	127	15	68	353	57	171	9	12	6	3		16	7	3	
	Rosary College	55	13	24.5	836	745	89.2	90	10.8	178	138	147	12	50	189	15	17	16	23	18					8	
	Rose Polytechnic Institute	47	21	44.7	799	670	83.9	129	15.1								256								31	
	Saint Ambrose College	40	4	10.0	644	622	91.1	122	18.9	93	41	35	20	54	97	28	164	24							20	
	Saint Benedict's College	20	3	10.0	455	444	97.6	11	2.4	95	6	33	52	49	80	3	155								6	
	Saint Catherine, College of	79	20	25.3	1171	1084	92.6	87	7.7	273	152	155	25	20	164	15	299	9	13						16	
	Saint Louis University	110	22	20.0	1954	1719	95.2	145	7.8	315	24	57	94	174	257	8	780	21							68	

YEAR	NAME OF HIGHER INSTITUTION IV. PRIVATE COLLEGES & UNIVERSITIES	Number of Students Reported	Number of Students Failed	Percent of Students Failed	Number of Hours for which Reported	Total Semester Hours Passed	Percent Semester Hours Passed	Total Semester Hours Failed	Percent Semester Hours Failed	Semester Hours Passed In										Semester Hours Failed In																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
										English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects	English	French	History	Latin	Mathematics	Science	Spanish	Other Subjects																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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DATA FROM HIGHER INSTITUTIONS ACCREDITED TO THE NORTH CENTRAL ASSOCIATION. FALL SEMESTER 1928-29

In order to give a more comprehensive view of these data, summaries have been made. Table XI gives a summary of data from institutions accredited to the North Central Association, which includes 32 State Universities and State Colleges, 51 Teacher Training Institutions, 34 Junior Colleges, and 132 Private Colleges and Universities, making a total of 250. This is a considerably larger number than was included in the 1924 study as at that time reports were received from 197 accredited higher institutions. This table shows a great difference in the percentage of students failed in one or more subjects, ranging from 33.3 per cent in State Universities and State Colleges to 17.2 per cent in Teacher Training Institutions. The failures in number of hours for which registered also show a large variation. The percentage of failures in State Universities and State Colleges is 12.5 per

cent; in Teacher Training Institutions, 5.6 per cent; in Junior Colleges, 8.0 per cent; and in Private Colleges and Universities, 9.2 per cent. The question immediately arises why such a discrepancy. The failures in State Universities and State Colleges are twice what they are in Teacher Training Institutions. This condition is almost identical with what it was in the study made in 1924. At that time the percentage of semester hours failed in State Universities and State Colleges was 10.5 per cent and in Teacher Training Institutions, 5.4 per cent. The failures in Junior Colleges at that time was 9.9 per cent and in Private Colleges and Universities, 8.4 per cent. Thus it will be seen that failures have increased considerably in State Universities and State Colleges, but show a decrease in Teachers Colleges, Junior Colleges, and Private Institutions.

Table XI. Summary of Data From Institutions Accredited to N. C. A.

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions	32	51	34	132	249
No. Students Reported.....	12,286	5,528	2,181	13,476	33,471
No. Students Failed.....	4,095	949	465	3,488	8,997
% Students Failed.....	33.3	17.2	21.3	25.9	26.9
No. Hrs. for which Registered....	185,830	79,107	33,273	214,115	512,325
No. Hrs. Failed.....	23,235	4,427	2,672	19,702	50,036
% Hrs. Failed.....	12.5	5.6	8.0	9.2	9.8
English	3,367	1,064	550	3,184	8,165
% Hrs. Failed.....	9.4	6.7	7.5	7.8	8.2
French	1,433	106	290	1,595	3,424
% Hrs. Failed.....	12.9	5.9	8.5	9.5	10.3
History	1,294	450	199	1,304	3,247
% Hrs. Failed.....	10.1	6.0	5.7	8.0	8.1
Latin	102	15	8	420	545
% Hrs. Failed.....	7.1	3.5	3.7	7.8	7.3
Mathematics	4,061	323	338	3,699	8,421
% Hrs. Failed.....	20.0	7.4	13.4	16.2	16.9
Science	6,463	742	547	4,584	12,336
% Hrs. Failed.....	16.1	6.9	8.8	11.3	11.6
Spanish	1,627	87	205	1,091	3,010
% Hrs. Failed.....	20.2	9.7	12.0	11.9	15.2
Other Subjects	4,888	1,640	535	3,825	10,888
% Hrs. Failed.....	8.7	4.4	6.3	6.1	6.6

Table XII. Summary of Data From Institutions Inside N. C. Territory Not Accredited to N. C. A.

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions	3	26	88	68	185
No. Students Reported.....	262	1,348	1,987	2,010	5,607
No. Students Failed.....	114	214	420	378	1,126
% Students Failed.....	43.5	15.9	21.1	18.8	20.1
No Hrs. for which Registered....	4,465	21,720	30,757	32,685	89,627
No. Hrs. Failed.....	709	1,095	2,540	2,227	6,571
% Hrs. Failed.....	15.9	5.0	8.3	6.8	7.3
English	157	247	547	270	1,221
% Hrs. Failed.....	14.9	4.98	7.8	4.4	6.3
French	27	38	276	165	506
% Hrs. Failed.....	9.6	5.97	7.8	8.1	7.8
History	50	105	383	116	654
% Hrs. Failed.....	18.9	5.2	10.1	5.7	8.1
Latin	5	8	8	58	79
% Hrs. Failed.....	13.5	10.5	2.5	8.1	6.9
Mathematics	103	150	399	468	1,120
% Hrs. Failed.....	21.7	8.96	11.6	12.0	11.8
Science	259	266	525	510	1,560
% Hrs. Failed.....	21.2	7.5	10.5	9.0	10.1
Spanish	24	16	76	134	250
% Hrs. Failed.....	24.5	4.2	9.3	16.7	11.9
Other Subjects	84	265	326	506	1,181
% Hrs. Failed.....	8.1	3.1	4.9	4.4	4.3

Table XIII. Summary of Data From Institutions Outside N. C. Territory

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions	39	14	21	152	226
No. Students Reported.....	348	40	119	1,494	2,001
No. Students Failed.....	160	10	12	250	432
% Students Failed.....	46.0	25.0	10.1	16.7	21.6
No. Hrs. for which Registered....	5,335	624	1,904	20,937	28,800
No. Hrs. Failed.....	840	40	99	1,393	2,372
% Hrs. Failed.....	15.7	6.4	5.2	6.6	8.2
English	147	7	20	323	497
% Hrs. Failed.....	15.7	6.8	4.4	7.8	8.8
French	59	8	5	153	225
% Hrs. Failed.....	22.5	33.3	1.7	7.1	8.2
History	42	3	6	128	179
% Hrs. Failed.....	13.6	5.4	2.7	6.8	7.3
Latin	7	0	3	22	32
% Hrs. Failed.....	13.2	0.	100.	2.4	3.3
Mathematics	196	0	3	324	523
% Hrs. Failed.....	31.3	0.	8.3	12.4	15.9
Science	157	6	19	280	462
% Hrs. Failed.....	16.3	6.3	8.6	9.1	10.6
Spanish	57	0	8	12	77
% Hrs. Failed.....	21.5	0.	5.6	2.4	8.4
Other Subjects	175	16	35	151	377
% Hrs. Failed.....	8.9	5.0	6.7	2.7	4.5

Table XIV. Summary of Data From All Institutions

	State Universities and State Colleges	Teacher Training Institutions	Junior Colleges	Private Colleges and Universities	Totals
No. Institutions Acc. to N. C. A.	32	51	34	132	249
No. Institutions Outside N. C.					
Terr. not Accredited.....	3	26	88	68	185
No. Institutions Outside N. C.					
Terr.	39	14	21	152	226
No. Students Reported.....	12,896	6,916	4,287	16,980	41,079
No. Students Failed.....	4,369	1,173	897	4,116	10,555
% Students Failed.....	33.9	17.0	20.9	24.2	25.7
No. Hrs. for which Registered....	195,630	111,451	65,934	267,737	630,752
No. Hrs. Failed.....	24,784	5,562	5,311	23,322	58,979
% Hrs. Failed.....	12.7	5.5	8.1	8.7	9.4
English	3,671	1,318	1,117	3,777	9,883
% Hrs. Failed.....	9.7	6.3	7.5	7.4	7.9
French	1,519	152	571	1,913	4,155
% Hrs. Failed.....	13.1	6.2	7.9	9.1	9.8
History	1,386	558	588	1,548	4,080
% Hrs. Failed.....	10.4	5.8	7.8	7.6	8.0
Latin	114	23	19	500	656
% Hrs. Failed.....	7.4	4.5	3.5	7.2	6.7
Mathematics	4,360	473	740	4,491	10,064
% Hrs. Failed.....	20.4	7.8	12.4	15.3	16.0
Science	6,879	1,014	1,091	5,374	14,358
% Hrs. Failed.....	16.3	7.0	9.5	10.9	12.2
Spanish	1,708	103	289	1,237	3,337
% Hrs. Failed.....	20.3	8.0	10.8	11.8	14.6
Other Subjects	5,147	1,921	896	4,482	12,446
% Hrs. Failed.....	8.7	4.2	5.7	5.6	6.2

Table XV. Comparison of Percentages of Failures in Different Types of Institutions

Type of Institution	Per Cent of Students Failed	Per Cent of Hours Failed
State Universities and State Colleges:		
Accredited to N. C. A.....	33.3	12.5
Non-Accredited in North Central territory.....	43.5	15.9
Outside North Central territory.....	46.0	15.7
Teacher Training Institutions:		
Accredited to N. C. A.....	17.2	5.6
Non-Accredited in North Central territory.....	15.9	5.0
Outside North Central territory.....	25.0	6.4
Junior Colleges:		
Accredited to N. C. A.....	21.2	8.0
Non-Accredited in North Central territory.....	21.2	8.3
Outside North Central territory.....	10.1	5.2
Private Colleges and Universities:		
Accredited to N. C. A.....	25.9	9.2
Non-Accredited in North Central territory.....	18.8	6.8
Outside North Central territory.....	16.7	6.6

Table XII gives a summary of data from institutions inside North Central Territory not accredited to the North Central Association. This includes only a few state institutions, but a considerable number in the other groups.

Table XIII gives a similar summary for institutions outside the North Central Territory, including a total of 226 higher institutions. The largest number in this group is the private colleges and universities. The number of students reported represents the smallest number in any group.

Table XIV gives a summary of all these data from all institutions classified according to the four groups previously mentioned.

Table XV gives a comparison of percentages of failures in different types

Table XVI. Comparison of Percentages of Students Registered in Different Colleges in 1924 and 1928.

	1924	1928
Letters and Sciences	60.4	59.6
Education	20.1	19.3
Engineering	8.3	10.0
Commerce	4.0	3.8
Home Economics	1.5	1.5
Agriculture	1.4	2.0
Music	1.3	.9
All other subjects	3.0	2.9

of institutions classified according to accredited, non-accredited in North Central Territory, and those outside North Central Territory. This table shows that the highest percentage of students failed is in State Universities and State Colleges outside North Central Territory, while the percentage of hours failed is greatest in non-accredited institutions in North Central Territory. This number is so small that these comparisons are probably not very significant. In the Teacher Training Institutions it is also seen that the highest percentage of students failed is in institutions outside North Central Territory, and also the percentage of hours failed is greatest in this group. In the Junior Colleges those outside North Central Territory have a much smaller percentage of failures than those within

the Territory, and the difference in failures between the accredited and non-accredited is very small. In the Private Colleges and Universities, we find the same situation existing, although those accredited to the North Central Association have a considerably higher percentage of failure than those in the other groups.

Table XVI gives the comparison of the percentage of students registered in different colleges in 1924 and 1928. This table indicates relatively little change in registration by colleges in the four-year period. Agriculture and Engineering are the only colleges in which there has been an increase in registration. Home Economics remains the

Table XVII. Comparison of the Percentage of Freshmen Failures by Students and Hours in State Universities Accredited to the North Central Association.

	Students	Hours
University of Arizona	43.9	18.2
University of Arkansas	32.1	11.9
University of Colorado	42.1	17.4
University of Illinois	41.4	14.4
Indiana University	42.1	14.7
University of Iowa	24.1	9.9
University of Kansas	29.1	13.3
University of Michigan	19.0	6.5
University of Minnesota	29.5	13.6
University of Missouri	29.7	11.3
State University of Montana	15.9	5.7
University of Nebraska	30.2	10.7
University of New Mexico	37.1	14.9
University of North Dakota	32.4	8.7
Ohio State University	34.9	12.2
University of Oklahoma	40.7	19.1
University of South Dakota	17.5	6.9
University of Wisconsin	23.7	9.2
University of Wyoming	42.7	12.6
Total	32.7	12.5

same and in the other colleges there has been a slight decrease.

In order that the reader may have a better opportunity to analyze failures in institutions, a few other tables have been prepared.

Table XVII shows a comparison of the percentage of freshmen failures by students and hours in State Univer-

sities accredited to the North Central Association. It will be noted that taking the State Universities as a whole 32.7 per cent of the students failed and that the failures were 12.5 per cent of all hours for which freshmen students registered. The range in percentage of students failed is rather great. In the State University of Montana only 15.9 per cent of the students failed in one or more hours and in Arizona 43.9 per cent failed. That is, students failed nearly three times as frequently in the University of Arizona as in the University of Montana. In the percentage of hours failed we find the

little influence on failures as, e. g., in the University of Illinois, which is one of the largest in enrollment, 41.4 per cent of the freshmen failed in one or more hours while in the University of Michigan only 19.0 per cent failed. If we take the state universities with the smallest enrollment we find in South Dakota only 17.5 per cent of the freshmen failed in one or more hours for which registered while in the University of Wyoming 42.7 per cent failed. It would probably be unfair to assume that the difference in the selection of students makes such a discrepancy in the percentage of failures, as an investigation that the writer

Table XVIII. Comparison of the Ten Teacher Training Institutions Having the Highest Percentages of Failures in Semester Hours With the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

Kansas State Teachers College, Emporia.....	12.4
State Normal, Muncie, Indiana.....	9.9
Southern Illinois Teachers College, Carbondale.....	9.9
S. E. Missouri State Teachers College, Cape Girardeau.....	9.5
Peru State Teachers College, Nebraska.....	9.3
Northern State Teachers College, Marquette, Michigan.....	8.4
Wayne State Normal, Nebraska.....	8.4
Stout Institute, Menomonie, Wisconsin.....	8.2
State Teachers College, Springfield, Missouri.....	7.5
State Teachers College, Milwaukee, Wisconsin.....	7.4
AVERAGE	9.2
Spearfish Normal, South Dakota.....	3.6
Iowa State Teachers College, Cedar Falls.....	2.8
Central State Teachers College, Mt. Pleasant, Michigan.....	2.8
State Teachers, Fairmont, West Virginia.....	2.8
Moorhead State Teachers, Minnesota.....	2.7
State Teachers, Valley City, North Dakota.....	2.3
State Teachers, Minot, North Dakota.....	2.2
Western Illinois State Teachers College, Macomb.....	2.2
Central Normal, Edmond, Oklahoma.....	1.8
Northern Illinois State Teachers College, DeKalb.....	1.6
AVERAGE	2.4

average to be 12.5 and the range is from 5.7 per cent in the State University of Montana to 19.1 per cent in the University of Oklahoma. That is, in the University of Oklahoma freshmen failed three times the percentage of hours that they did in the University of Montana. The size of the university has apparently

made a few years ago showed a slight negative correlation between intelligence and the percentage of failures in a limited number of state universities.

Table XVIII gives a comparison of the ten teacher training institutions having the highest percentage of failures in semester hours with the ten having the

lowest percentages. For this comparison institutions reporting more than 50 students were selected as it was felt that if we took institutions with fewer students, the element of chance would tend to make such comparisons unreliable. The average percentage of those having the highest percentage of failures is nearly four times as great as the average percentage of those having the lowest. It is interesting to find that two states—Illinois and Michigan—have institutions in both groups. This condition is almost identical with what it was four years ago when a similar comparison was made.

Central high schools, while in another the freshmen failed over one-fifth of all the hours for which they were registered? It shows at least that conditions, so far as failures are concerned, are in no way comparable among accredited institutions in the North Central Association.

To show the comparison of percentage of failures by states in the state universities with the failures in the accredited secondary schools of the state, Table XX has been prepared. In the state universities of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, New

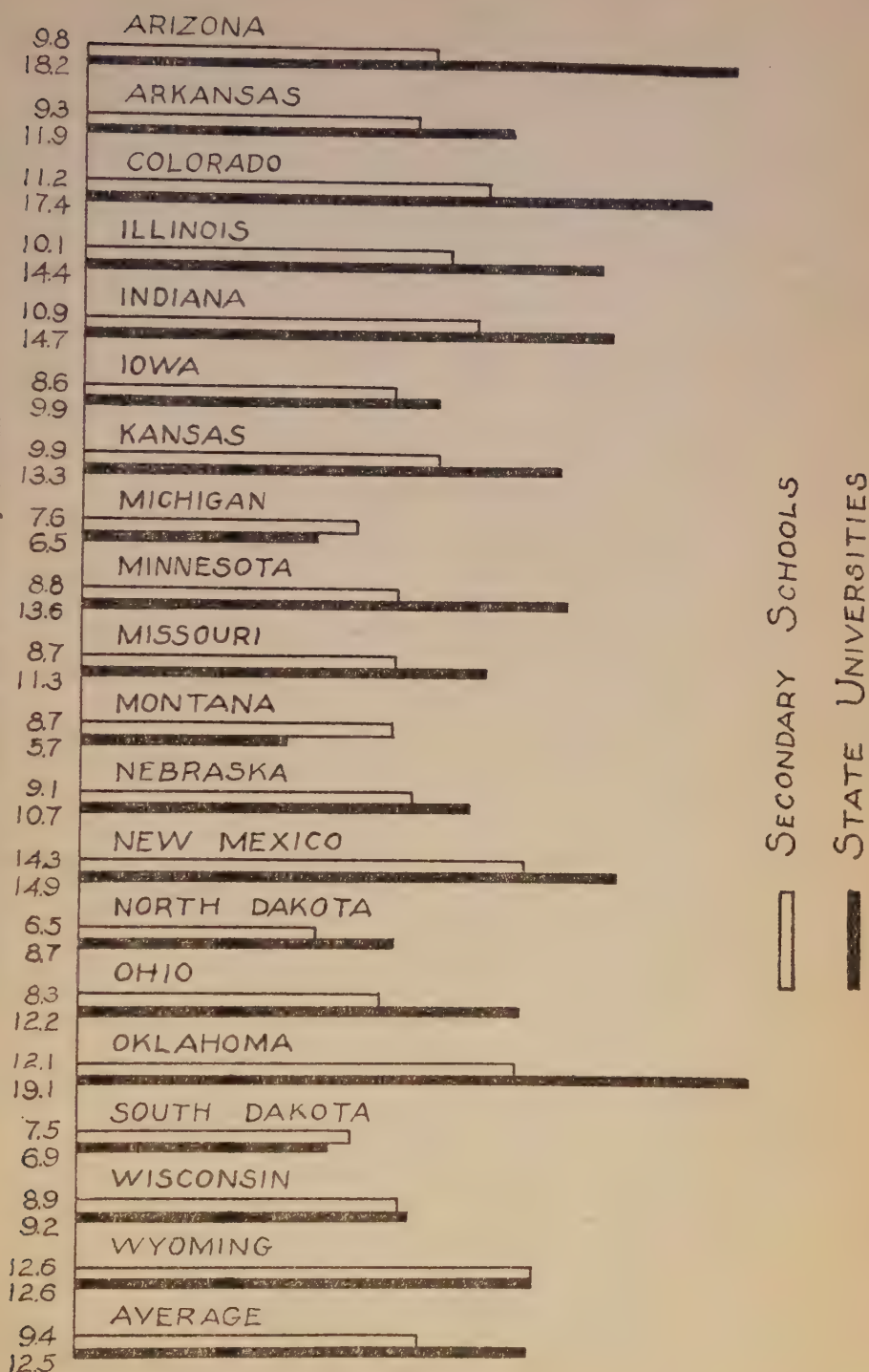
Table XIX. Comparison of the Ten Private Institutions Having the Highest Percentages of Failures in Semester Hours With the Ten Having the Lowest Percentages and Reporting Over Fifty Students.

Phillips University, Oklahoma.....	21.7
Armour Institute of Technology, Chicago.....	20.2
Case School of Applied Science, Ohio.....	18.7
Tulsa University, Oklahoma.....	16.2
Washington University, Missouri.....	15.8
Purdue University, Indiana.....	15.6
University of Akron, Ohio.....	15.2
Milwaukee-Downer College, Wisconsin.....	14.9
University of Cincinnati, Ohio.....	14.4
Columbia College, Iowa.....	13.7
AVERAGE	16.0
St. Olaf College, Minnesota.....	4.1
Ohio Wesleyan, Ohio.....	3.9
University of Chicago.....	3.8
Western College for Women, Ohio.....	3.5
Albion College, Michigan.....	2.4
De Paul University, Chicago.....	2.2
Lindenwood College, Missouri.....	1.5
Baldwin-Wallace College, Ohio.....	1.2
Penn College, Iowa.....	.5
Augustana College, Illinois.....	0.0
AVERAGE	2.8

Table XIX gives a similar comparison for private institutions. Again this table shows the same condition that existed four years ago. The range in failures is practically the same as it was at that time. One again wishes to raise the question, why this wide variation? Why should we find in one institution no failures among graduates of North

Mexico, North Dakota, Ohio, Oklahoma, and Wisconsin the percentage of hours failed is greater than it is for the graduates of the accredited secondary schools of the state attending higher institutions of learning. In Wyoming it is the same; while in Michigan, Montana, and South Dakota the failures in the state universities are less. This raises interesting

Figure 3. Showing Graphically by States the Percentages of Failures in Hours in State Universities and in Secondary Schools.



questions as to whether certain state universities receive an inferior type of students from the accredited secondary schools of their state; whether they have higher standards than do other institutions which graduates of the secondary schools attend; whether they give less attention to the adjustment of freshmen to their work; or whether in-

Table XX. Comparison by States of Percentages of Failures in Hours in State Universities and in Secondary Schools.

State	State University	Secondary Schools
Arizona	18.2	9.8
Arkansas	11.9	9.3
Colorado	17.4	11.2
Illinois	14.4	10.1
Indiana	14.7	10.9
Iowa	9.9	8.6
Kansas	13.3	9.9
Michigan	6.5	7.6
Minnesota	13.6	8.8
Missouri	11.3	8.7
Montana	5.7	8.7
Nebraska	10.7	9.1
New Mexico	14.9	14.3
North Dakota	8.7	6.5
Ohio	12.2	8.3
Oklahoma	19.1	12.1
South Dakota	6.9	7.5
Wisconsin	9.2	8.9
Wyoming	12.6	12.6
AVERAGE	12.5	9.4

struction is less well adapted to the needs of freshmen students. Unfortunately this study cannot answer these questions. However, the comparisons that have been made in the previous tables demonstrate that it is wholly conceivable that a student might enter one institution accredited to the North Central Association and make a satisfactory record while had the same student enrolled in another institution of supposedly equal standards, he would have made a lamentable failure. This study, like the one made four years ago, shows that there is little uniformity of practice in regard to failures among institutions of the same type, among institutions of different types, or even among institutions of the same type controlled by a

single board, such as we find in certain states, notably in the Teacher Training group.

CONCLUSIONS

The following conclusions may be drawn from this section of the report:

1. Over four-fifths of the graduates of North Central high schools attend accredited higher institutions. The percentage is as follows: accredited higher institutions, 81.5; institutions inside North Central Territory not accredited, 13.6; and institutions outside North Central Territory, 4.9.

2. There is a wide range of differences in the percentages of failures occurring in institutions accredited to the North Central Association.

3. There is a wide range of differences in the percentages of freshmen failures in the various subjects in any single institution.

4. Failures are fewer among teacher training institutions than among the three other groups of higher institutions.

5. The percentage of freshmen failures is highest in State Universities and State Colleges.

6. If we rank the types of institutions according to the percentage of semester hours failed, we have the following: State Universities and State Colleges, 12.7 per cent; Private Colleges and Universities, 8.7 per cent; Junior Colleges, 8.1 per cent; and Teacher Training Institutions, 5.5 per cent.

7. If we rank them according to the percentage of students failed in one or more hours, we have the following: State Universities and State Colleges, 33.9 per cent; Private Colleges and Universities, 24.2 per cent; Junior Colleges, 20.9 per cent; and Teacher Training Institutions, 17.0 per cent.

8. The success of a student in a higher institution depends largely upon the one that he selects.

9. Great differences are found in the percentages of failures among institutions of the same type without any apparent cause.

10. This study verifies the findings of the 1924-25 study of freshmen failures in higher institutions.

Section III. Measures that Higher Institutions Use to Orient Freshmen

The third phase of this study represents an attempt to discover what measures higher institutions are using to orient freshmen more effectively, to find to what degree personnel departments have been established, and to examine other means that are being used to adapt and adjust work to the needs of freshmen students. When the list of names was sent to the college, the following supplementary questionnaire accompanied it. (See next page).

This questionnaire was returned from 500 higher institutions and the following table gives information secured from the first three questions.

It will be noted that nearly half the institutions replying have instituted the so-called freshmen week. The median amount of time devoted to it is three days. The movement toward the development of personnel departments is receiving much attention, and the results of tests are frequently used for sectioning classes in different subjects. Nearly 70 per cent of the institutions report the use of intelligence tests and a considerable number use both aptitude and training tests in the fundamental freshmen subjects. The question has frequently been raised as to whether or not our colleges and universities are now in a position to evaluate the techniques that have been used to orient freshmen and thereby make a better adjustment and reduce failures. It seemed to the writer that if it would be possible to secure objective data from a few higher institutions on the effectiveness of the means that they are using in reducing freshmen failures it would represent one of the greatest contributions to this study. Sixteen institutions replied that objective data were available to show the effectiveness of Freshmen Week and 20 replied that their institutions could furnish objective data to show the effectiveness of the personnel departments in

reducing freshmen failures. A follow-up letter was sent to all these institutions asking for further information on the effectiveness of the techniques which they were using. Unfortunately not one institution that replied to the follow-up letter could furnish objective evidence to prove the worth of the measures that are being used to reduce freshmen mortality. The following extracts from three letters are typical of those received in reply to the follow-up letter:

"Professor indicated that we had objective data as to the effectiveness of Freshmen Week in reducing freshmen failures. I fear that he has somewhat over-stated the case."

"There is plenty of subjective feeling around here that failures had been affected by Freshman Period. However, I am not certain that Freshman Period is accountable for the decrease in failures a year ago."

"Most of the work that we are doing now in an attempt to secure objective data in regard to these causes has not yet been completed and it is impossible for us to make definite statements as to how far the present plans are succeeding."

Undoubtedly the movement is too recent for institutions to have available material that would prove conclusively the value of techniques which they are now using. Several of the institutions are beginning to attack this problem scientifically and in a few years we may look forward with considerable confidence to reliable objective evidence that will prove the effectiveness of different procedures.

The material secured from the fourth question—that is, on the distribution of marks—furnished little satisfactory information other than to confirm the conclusions given earlier in this report—that marks vary greatly among institutions. It did indicate, however, that the per-

SUPPLEMENTARY QUESTIONNAIRE

Name of Institution.....

1. Do you have a so-called Freshman Week?.....Number of days devoted to it.....

Do you have any objective data in your institution to show the effectiveness of this week?

2. Do you have a personnel department through which freshmen may receive advice on problems of adjustment?.....

When was such a department organized?.....

Could your institution furnish objective data to show that such a department has reduced freshman failures?

3. Check the following tests that are given to entering freshmen:

- | | | | |
|------------------------|-----|--------------------------|-----|
| (a) Intelligence tests | () | (c) Training tests in | |
| (b) Aptitude tests in | | English | () |
| English | () | Mathematics | () |
| Mathematics | () | Science | () |
| Science | () | History | () |
| History | () | Foreign Languages | () |
| Foreign Languages | () | (d) Physical Examination | () |

Does your institution make use of the results of these tests in sectioning classes in different subjects?

Check the subjects in which classes are sectioned on the basis of the results of tests:

- | | | | |
|-------------|-----|-------------------|-----|
| English | () | Science | () |
| Mathematics | () | History | () |
| | | Foreign Languages | () |

Does your institution have objective evidence to show the effectiveness of the above procedure?

4. Distribution of Marks (GIVE PERCENTAGE OF TOTAL NUMBER)

for
Freshmen

I	II	III	IV	C	Inc.	F	W*

Entire
Institution

*I—Excellent; II—Good; III—Fair; IV—Passing; C—Condition; Inc.—Incomplete; F—Failure; W—Withdrawal before receiving grade.

If these marks do not conform with those used in your institution, please use your terminology, and give the interpretations.

Percentage distribution of grades should be on basis of credit hours, rather than on number of courses.

centage of failures was greater for freshmen than for the entire institution and that freshmen were not given the higher marks as frequently as upper classmen. The variation in the distribution of marks is almost unbelievable. The returns showed that one institution gave a mark of I to only .7 of 1 per cent of

ference is as yet forthcoming. Many plans are being evolved to alleviate this situation, such as Freshman Week, establishment of personnel departments, advisers, grouping on basis of ability, etc. These plans have been inaugurated so recently that it is impossible to determine just what influence they may

Table XXI. Tabulation of Replies to Questionnaire

	Yes	No
Number having Freshman Week.....	237	263
Number having objective data to show effectiveness of this week.....	16	199
Number having personnel departments.....	178	293
Number having objective data to show such department has reduced freshman failures	20	139
Number of institutions making use of the following tests in sectioning classes in different subjects.....	254	138
Number giving following tests:		
(a) Intelligence tests (339)		
(b) Aptitude tests in		
English (219)		
Mathematics (90)		
Science (49)		
History (29)		
Foreign Languages (60)		
(c) Training tests in		
English (138)		
Mathematics (62)		
Science (38)		
History (27)		
Foreign Languages (32)		
(d) Physical Examination (224)		
Number of institutions which section classes on basis of tests in:		
English (231)		
Mathematics (80)		
Foreign Languages (55)		
Science (37)		
History (24)		

freshmen students while another institution gave 33 per cent. The range of percentage in the other marks was equally great. One wonders what must be the standard for marking students when one-third of the freshmen class receives a mark of I on a five-point scale. The distribution of marks in a considerable number of the institutions reporting follows closely the normal curve, but in most cases apparently little consideration is given to any theory for the distribution of marks.

CONCLUSIONS

The review of the studies of freshmen failures in higher institutions reveals a condition that constitutes a serious challenge to all persons connected with our colleges and universities. The variation in the percentage of failures among institutions is exceedingly large and no satisfactory explanation for such a dif-

ference is as yet forthcoming. Many plans are being evolved to alleviate this situation, such as Freshman Week, establishment of personnel departments, advisers, grouping on basis of ability, etc. These plans have been inaugurated so recently that it is impossible to determine just what influence they may have in stopping this stream of failures. Our state universities that are compelled by legislation to accept all graduates of accredited high schools are confronted by a situation quite different from that of private institutions, which may introduce a plan of selective admissions. Thus far, we do not have reliable data to make justifiable conclusions as to just what part selection of students plays in the percentage of failures. The situation should be heroically faced and when each institution studies its own problem critically, we may develop techniques in orienting freshmen that will give a solution to the problem of freshmen failures.

This investigation has verified the findings of the one made in 1924. Because of the huge task in compiling these data, the writer questions the advisability of repeating the same type of study. The fact that four-fifths of the gradu-

ates of accredited high schools attend accredited higher institutions would indicate that a close cooperation should exist between the secondary schools and the higher institutions in the North Central Association. The Commission on Higher Institutions appointed a committee to make a recommendation on the advisability of each higher institution reporting on the success of graduates of high schools to the high school concerned and to the Association. This is a matter that should receive careful consideration and it would undoubtedly be

of much value both to the secondary schools and to higher institutions if accurate records were kept of the success of the graduates of high schools in their first year, or at least during the first semester, of college work. After a period of years high schools would have a fund of information on their ability to prepare students for various colleges and, on the other hand, higher institutions would know what high schools were best preparing their students for advanced work.

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